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ABSTRACT

This report presents an evaluation of the Multicultural Education Demonstration Program in Pittsburgh (Pennsylvania), an effort to address racial and ethnic diversity in a middle school. The report covers the implementation of the program since its inception in May 1989 through the beginning of the 1991-92 school year. It describes the program's status and the status of six challenges it addresses: (1) respect and understanding for all groups; (2) community confidence in the school; (3) ownership of the multicultural ideal among staff, students, parents, and the community; (4) student psychosocial development; (5) enhanced student career and educational aspirations; and (6) improvement in the academic achievement of all groups. Section I provides background in the multicultural education movement and then presents the aims of the program. Section II describes the current status of the program's six challenges and presents data on implementation of the program and on challenges that the program faces. It includes information from the perspective of students, staff, and parents who are participants in the model program. Section III describes current levels of program implementation and the implications of development to date for meeting the six challenges and for replication of the multicultural program in other schools. Appended are two study questionnaires and a comment form. (JB)

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Meeting the Challenges of Multicultural Education

A Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center

Gary D. Gottfredson, Saundra Murray Nettles
and
Barbara McHugh

Report No. 27

March 1992

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The Center

The mission of the Center for Research on Effective Schooling for Disadvantaged Students **(CDS)** is to significantly improve the education of disadvantaged students at each level of schooling through new knowledge and practices produced by thorough scientific study and evaluation. The Center conducts its research in four program areas: The Early and Elementary Education Program, The Middle Grades and High Schools Program, the Language Minority Program, and the School, Family, and Community Connections Program.

The Early and Elementary Education Program

This program is working to develop, evaluate, and disseminate instructional programs capable of bringing disadvantaged students to high levels of achievement, particularly in the fundamental areas of reading, writing, and mathematics. The goal is to expand the range of effective alternatives which schools may use under Chapter 1 and other compensatory education funding and to study issues of direct relevance to federal, state, and local policy on education of disadvantaged students.

The Middle Grades and High Schools Program

This program is conducting research syntheses, survey analyses, and field studies in middle and high schools. The three types of projects move from basic research to useful practice. Syntheses compile and analyze existing knowledge about effective education of disadvantaged students. Survey analyses identify and describe current programs, practices, and trends in middle and high schools, and allow studies of their effects. Field studies are conducted in collaboration with school staffs to develop and evaluate effective programs and practices.

The Language Minority Program

This program represents a collaborative effort. The University of California at Santa Barbara is focusing on the education of Mexican-American students in California and Texas; studies of dropout among children of recent immigrants are being conducted in San Diego and Miami by Johns Hopkins, and evaluations of learning strategies in schools serving Navajo Indians are being conducted by the University of Northern Arizona. The goal of the program is to identify, develop, and evaluate effective programs for disadvantaged Hispanic, American Indian, Southeast Asian, and other language minority children.

The School, Family, and Community Connections Program

This program is focusing on the key connections between schools and families and between schools and communities to build better educational programs for disadvantaged children and youth. Initial work is seeking to provide a research base concerning the most effective ways for schools to interact with and assist parents of disadvantaged students and interact with the community to produce effective community involvement.

Meeting the Challenges of Multicultural Education

A Report from the Evaluation of Pittsburgh's Prospect Multicultural Education Center

Prepared by

Gary D. Gottfredson, Saundra Murray Nettles, and Barbara McHugh
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March 1992

Preface

Demographic changes, continuing dissatisfaction with progress in achieving an integrated educational system, and proposals for multicultural education have fueled debates about race, ethnicity, and their role in political, economic, and educational policy. In this context, Pittsburgh is developing the Multicultural Education Demonstration Program, a major effort to address racial and ethnic diversity in a middle school.

This is the first report from the evaluation of the Multicultural Education Program. The report covers the implementation of the program since its inception in May 1989 through the beginning of the 1991-92 school year. It describes the program's status and the status of six challenges it addresses. An assessment of the effectiveness of the program in meeting these challenges will be the subject of a subsequent report.

We have structured the report to provide information that will be helpful to the developing program and to audiences seeking to understand the rationale and content of a comprehensive, system-wide initiative and the responses it evokes from participants.

Section I provides background on the multicultural education movement and then presents the aims of the program. Section II describes the current status of the program's six challenges: it presents data on implementation of the program and on challenges the program faces. It includes information from the perspective of students, staff, and parents who are participants in the model program. Section III describes current levels of implementation and the implications of development to date for meeting the six challenges and for replication of the multicultural program in other schools.

We are grateful for the colleagueship of the staff of the Allegheny Conference on Community Development and the Pittsburgh Public Schools. Special thanks go to Nancy Bunt, Stanley Denton, Robert Pipkin, Paul LeMahieu, Carolyn Thompson, Virginia Norkus, and Cynthia Petersen-Handley. Janet Marnatti provided valuable assistance in data collection.

We are also grateful for the candid counsel of members of the Board of Visitors and of Prospect Multicultural Center's administrators and staff on various aspects of our work.

This report was made possible by a grant from the Pew Charitable Trust to the Allegheny Conference on Community Development. We also benefited from support by grant no. R117R90002 from the Office for Educational Research and Improvement for a Center for Research on Effective Schooling for Disadvantaged Students. Opinions are our own and do not reflect the opinions of any sponsor or of the Program's staff.

A few words on our use of descriptors of race or ethnicity are in order. In our surveys, we tried multiple approaches to capturing race/ethnic self-identification—combining "government-style" multiple-choice categories with open-ended requests for description of ancestry. One thing is clear: Not every respondent is comfortable with any method of description. This report makes use of compromise, simplification, and expediency. Black and African-American are used interchangeably and white and European-American are also treated as synonyms. This compromise does not do justice to those persons who preferred another descriptor. Among the most common alternative selected by respondents was "American," but there were many others.

Summary

Satisfactory solutions to the problems of integrated education in a segregated society have long eluded our nation. Now, demographic shifts increase the urgency of the search for ways to meet the challenges of genuine integration.

Multicultural education is intended to address those challenges. Central themes of multiculturalism include:

- presenting a balanced view of history,
- fostering student self-esteem, positive intergroup relations, and respect among groups,
- accommodating instruction to individual differences in learning styles,
- emphasizing multicultural ideals throughout the school organization, and
- providing all students an equal opportunity to learn.

Based in part on fragmentary understandings of these themes, public and educator opinions about the value and desirability of multicultural education is today divided. To some persons it meets a desperate need, to others it is a great mistake.

A multicultural education demonstration in the Prospect Center represents Pittsburgh's attempt to show that schools can be restructured to bring about genuine integration. This middle-school demonstration is undertaken in the face of a history that has left neighborhoods segregated by race, ethnicity, and geography — and a record of troubled intergroup relations in the demonstration school.

The demonstration program has evolved from extensive planning and implementation trials conducted during the 1989-90 and 1990-91 school years. Seven components are being developed through the District Office of Multicultural Education and the Prospect Center: (1) conflict resolution, (2) cultural awareness, (3) learning and teaching styles, (4) cooperative learning, (5) multicultural curriculum, (6) parent and community involvement, and (7) elimination of tracking.

The multicultural education program at Prospect faces six challenges:

1. achieving respect and understanding for all groups;
2. gaining community confidence in the school;
3. securing ownership of the multicultural ideal among staff, students, parents, and the community;
4. fostering student psychosocial development;
5. enhancing students' career and educational aspirations; and
6. furthering the academic achievement of all groups.

Respect and understanding. Despite many promising signs, much remains to be done to meet the challenge of achieving a climate that thoroughly reflects respect and understanding for all groups. Whereas most students and most teachers want to work together, obstacles to doing so remain. Among these are (a) the persistence of widely shared stereotypes working to the disadvantage of both black and white students, (b) differences in the perceptions of African-American and European-American faculty of the quality of relations in the school, (c) uncertainty about the commitment of all individuals to the multicultural ideal, and (d) the negative reactions of a substantial minority of white parents to integrated education and the multicultural program.

Community confidence. Most parents are confident that the school is safe, its academic program is sound, and that the school reaches out to parents. But a substantial minority of white parents view the school in negative terms. Dissatisfaction by a minority of parents will impede the program's efforts to boost community confidence unless the views and concerns of this group are successfully altered.

Program ownership. The evidence implies that high levels of program ownership have been achieved — especially among the school's staff but also among parents and students. Furthermore the program has had remarkable success in involving school staff and students in program development. Nevertheless, obstacles remain in specific areas: White male students often reject parts of the program; the elimination of tracking is regarded as harmful by a substantial portion of staff; although the vast majority of black parents endorse the program, some white parents believe there is not enough balance in the program's emphasis.

Shaky parent and community support for the program — from European-American parents in particular — may prove an Achilles' heel for the program.

Student psychosocial development. Systematic assessments imply that both African- and European-American students tend to feel connected to the school, respect conventional social rules, think positively about themselves, and feel pride in their own group's cultural traditions. At the same time, black students disproportionately report that members of their own group are likely to hassle or hurt each other. Methods of promoting positive peer associations within as well as across racial/ethnic lines would be helpful.

Career and educational aspirations. Like other early adolescents, many Prospect students are not yet seriously oriented towards careers. Many students aspire to a small number of occupations that employ few American workers. Boys' educational aspirations are lower than girls' aims, and the aspirations of students in higher grades are lower than those of younger students. Evidence implies that peer culture operates to limit the educational effort or performance of boys. Systematic attention to peer influence, peer expectations, and peer behavior may provide an avenue to improve educational outcomes, especially for African-American boys.

Academic achievement. Perceptions of the school and acceptance of the multicultural ideal may hinge on concrete evidence of gains in the academic performance of all groups of students. Academic performance is therefore clearly a goal that the program must pursue. For example, in the most recent assessment 39% of students scored at or above the national median on the California Achievement Test for Reading, but 31% more European-American students than African-American students met or exceeded the national median on this test. Patterns seen in the formal testing program are mirrored in school grades. On virtually every achievement indicator, black males rank at the bottom on average and white females rank on average at the top.

Progress has been made in putting each of the major elements of the multicultural program in place in Prospect. Staff turnover is a major impediment to implementation, however.

The degree of implementation varies from one program component to another:

- Selected school staff have been intensively trained in conflict management methods, a fifth of teachers report having at least tried the application of conflict management methods, and a student mediation center has begun operation.

- A Culture Club has been established for African-American boys, and one will be started for girls; a variety of cultural awareness activities have been undertaken and 11% of teachers enrich classes with speakers or volunteers representing different cultures. A manual of activities for advisory homeroom periods has been produced.

- Training has occurred for teaching and learning styles, and 22% of teachers report the regular application of these instructional methods.

- A total of 19% of teachers report regular or occasional use of cooperative learning techniques, but most nonusers still know little about these methods.

- Progress has been made in the development and selection of curriculum, and 15% of Prospect's teachers report making regular or irregular use of multicultural curriculum. A special multicultural course has been developed.

- Multiple methods of reaching out to parents are in place and information from parents shows that they have indeed been reached by these methods. At the same time, a range of potential approaches to mobilizing community and parent support has not yet been applied.

- The school has essentially eliminated classes representing only one racial group, and it has essentially eliminated between-class grouping by ability and by race in the sixth grade. Sections of classes in grades seven and eight remain grouped by prior achievement.

With the exception of the elimination of tracking, detailed accounts of the standards for most program elements have yet to be specified. Such specifications are needed not only to support the further development of the program at Prospect, but also to extend the program to other schools.

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SECTION I. MULTICULTURAL EDUCATION — WHY AND WHAT

In this section we provide an overview of multicultural education as an idea, explain the national and local context within which the Prospect Demonstration Program operates, and summarize the program itself.

Chapter 1. The Idea of Multicultural Education

Education in a Multi-Racial Society

Fifty years after the landmark desegregation decision in *Mendez v. Westminster School District*, satisfactory solutions to the problems created by desegregated schooling in a segregated society remain unattained. Desegregation remains America's most visible social experiment, but its goals seem increasingly elusive as solutions are tried, found wanting, and altered to reflect shifts in community values, social conditions, and expectations.

Unsatisfying Progress

Busing — once viewed as a means to integrate schools without first integrating neighborhoods — has been the object of backlash among both whites and blacks, many of whom claim that this practice destroys neighborhood schools, lessens parental participation in their children's education, and weakens the fabric of community life. Minority students in desegregated schools are often resegregated through tracking, culturally biased instruction, and low teacher expectations for student performance.

Demographic shifts make the search for satisfying solutions to segregation even more urgent. Dramatic changes are occurring in the ethnic and economic composition of our nation. According to one analysis, in

1988 25 million of the nation's 63.6 million children under age 18 were educationally disadvantaged when any one of five risk factors (including race/ethnicity and poverty) was used.[1] Using population projections, the same analysis shows that the numbers and proportions of the population who will be affected by each of these risk factors is increasing. By the year 2020, the number of children living in poverty is expected to increase from 12.4 to 16.5 million. America's Hispanic population is also growing rapidly and is at especially high risk of failing to complete high school. Desegregation can no longer be considered a black/white issue, but a multiethnic and multicultural one.

Against this backdrop, Pittsburgh is engaged in a serious initiative to meet the challenges of desegregation by fostering genuine integration in a Multicultural Education Program. This chapter first describes the multicultural idea, and then it introduces the program's aspirations.

The Aims of Multicultural Education

Although advocates of multicultural education do not all speak with one voice, several concerns are central to the idea of multiculturalism:

1. A more balanced version of history.

2. The personal development and interpersonal relations of students — especially with respect to their own ethnic/racial identity, self-esteem, and intergroup relations.

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[1] G. Natriello, E. L. McDill, & A. M. Pallas (1990). *Schooling disadvantaged children: Racing against catastrophe.* NY: Teachers College Press.

3. Fair and effective approaches to individual differences in learning styles that are believed to have links to cultural influences.

4. Multicultural representation in the entire school environment — staffing, policies and procedures, and staff and organization development.

5. Equal opportunity to learn for all groups.

These five concerns have received unequal attention in the media, with more popular attention directed at the first (balance in coverage) than at the others. The other four issues are of equal importance. The five concerns are discussed in turn in the following sections.

Balanced Content

To many Americans, the pervasive appearance of white political leaders on the evening news and of white fashion models on magazine covers at the check-out counter are unremarkable. To many white Americans in particular this seems "normal," and the predominance of these images is not even noticed. Similarly, many Americans do not notice that our country's history as taught in the schools is more often presented from the perspective of European Americans than from the perspective of African slaves, displaced Indians, Mexicans, or Asian laborers.

A vocal and newly influential group, composed mainly of African Americans, has noticed this lopsided presentation. With patience or stridency (depending on one's point of view), this group has urged a shift in the balance of images, particularly in public education.

> **There is a degree of anger because we feel left out. And the sentiment is, it was intentional.**
>
> Jawanza Kunjufu (education consultant, *Newsweek* 9/23/91)

Proposals for multicultural education are one manifestation of a desire for greater balance in images of experience, accomplishment, and contribution to American culture.

Someone asked me why I don't use the history textbook in my 11th grade class. Because the first time I meet myself in the book it is as a slave, then a cartoon and then three-fifths of a person. And it never talks about my homeland.

Cleotha Jordan (administrator and teacher in Detroit Public Schools, quoted by NY Times 8/11/91, p. 18)

Thus, one theme of most proposals for multicultural education calls for presenting a "truer" version of history. "Truer" accounts would explain to students the appalling conditions of enslavement of persons of African extraction and the effects of this practice on the lives of those affected — elevating accounts of the role of chattel slavery in American history from the points of view of slaves to the same level of attention as accounts of Lincoln or Calhoun. A "truer" version would include accounts of westward expansion from the point of view of American Indians.

What actually *does* count for true to any individual trower, whether he be philosopher or common man, is always a result of his *apperceptions*. If a novel experience, conceptual or sensible, contradict too emphatically our pre-existent system of beliefs, in ninety-nine cases out of a hundred it is treated as false.

William James (1912). The *Essence of Humanism*. NY: Reynolds.

Predictably, these visions of balance and truth have run afoul of persons who are more comfortable with a different view of balance. William James explained that an interpretation too divergent from one's system of beliefs is likely to be regarded as false.

Critics of multicultural education have, of course, rejected extreme or even silly rhetoric about "ice people" and "sun people." Most advocates of multiculturalism also reject such views. As Henry Louis Gates, Jr., put it, "Bogus theories of 'sun' and 'ice' people, and the invidious scapegoating of other ethnic groups, only resurrects the worst of 19th-century racist pseudoscience — which too many of the pharaohs of 'Afrocentrism' have accepted [uncritically]."[2]

Other critics condemn misguided attempts to teach that Cleopatra was a black African or that Nubian sailors reached South America long before 1492. Prominent among these critics is historian Arthur Schlesinger.[3] Although he favors curricular changes to improve historical accuracy, he sees the weakening of ethnic or racial identity as a key to achieving the national ideal of a melting-pot society -- and so rejects these elements of the multicultural movement that foster ethnic distinctions.

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[2] H. L. Gates, Jr. (1991). Beware of the new pharaohs. *Newsweek*, 23 September: 47.

America increasingly sees itself as the preservative of old identities. Instead of a nation composed of individuals making their own free choices, America increasingly sees itself as composed of groups more or less indelible in their ethnic character. The national ideal had once been *e pluribus unum*. Are we now to belittle *unum* and glorify the *pluribus*?

Arthur Schlesinger, Jr. (quoted by *U.S. News* 7/22/91 from *The Disuniting of America)*

Other detractors suggest that no new balance is required because it is the history as these critics understand it that binds Americans together to create a common culture.

Assistant Secretary of Education Diane Ravitch and Chester Finn (former Assistant Secretary of Education) have suggested that the balance has already shifted too far in the direction of multiculturalism, noting with alarm that more 17-year-old students can identify Harriet Tubman than can identify Winston Churchill or Joseph Stalin. For many administrators and teachers working in majority black school systems, however, such data would likely not be alarming at all. To many observers, Harriet Tubman is more important to their understanding of their situations than are Churchill or Stalin.

It's anti-American. I think it will further alienate the poor who are already tenuously connected to American culture.

William Bennett (former Secretary of Education, quoted in *Newsweek* 9/23/91)

An aspiration for multicultural education is that it will promote greater exposure to and understanding of the contributions of the diverse groups making up the American public. If ignorance sustains xenophobia, if isolation sustains fear or contempt, then pluralistic education may help ameliorate these social malignancies. In this sense, multicultural education is an extension of the ideas underlying earlier calls for an end to racially segregated education.

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[3] A. M. Schlesinger, Jr. (1991). The disuniting of America. *American Educator*. Winter: 14-33.

Personal Development and Interpersonal Relations

It is probably no accident that the calls for multicultural education come principally from African Americans, representatives of the group that has least successfully been assimilated into common American culture. Other groups — Italians, Irish, Poles, for example — have far more easily melted despite the prejudice each of these groups has faced. Asians, often regarded as examples of successful achievement through talent and hard work, are hardly noticeable among advocates of multicultural education. But the desire for greater balance in their treatment in education most prominently now expressed by African Americans is shared by the two other groups not faring well according to many educational indicators: Latinos and American Indians.

An explanation for lagging educational progress is seen in the limited support for cultural identity and self-esteem in the organization and offerings of public education. A part of the mission of schooling is to build youths' sense of racial or ethnic pride and self-esteem. As James Turner put it, "What is school if it doesn't build children's self-confidence? American education does that for white children. From the day white kids walk into school, they are told that they are heirs to the greatest achievements of humankind."[4]

What I want for blacks is the same self-esteem that white children automatically get when they walk into a class.

Molefi Asanti (Temple University, *Newsweek* 9/23/91)

A key aspiration for multicultural education is that it will help build pride in group identity, commitment to education, and sense of community among black and Latino students. By so doing, it may weaken one of the impediments to more educational success among those groups who now fare worst in school and in the economy. One key to achieving this aspiration is making the context and mode of instruction responsive to diversity in learning styles.

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[4] Quoted by J. Adler, *et al.* (1991). African dreams. *Newsweek*, 23 September: 44.

Learning Styles

Group differences in learning styles have been hypothesized to explain ethnic group differences in educational failure.[5] There is clear evidence that a cognitive-style dimension usually referred to as field-dependence versus field-independence[6] is broadly related to preferences for social versus asocial activity, performance on analytical tasks, and the susceptibility of judgments to social influence or perceptual distractors. For example, field-dependent individuals appear to benefit from greater structure and teacher direction whereas field-independent individuals can more easily discover a structure on their own. The field-dependence versus independence dimension also appears to be related to preferences for activities.

A related idea, known as "conceptual level,"[7] has also been proposed as a learning style with implications for instruction. According to this perspective, individuals with short attention spans and who are high in impulsivity may require more structure in educational contexts than do individuals who tend to show persistence in pursuing solutions independently.

Matching instructional practices to individual differences in learning styles is an idea with much appeal.

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[5] C. I. Bennett (1990). *Comprehensive multicultural education: Theory and practice* (2nd ed.). Boston: Allyn and Bacon.

[6] H. A. Witkin, C. A. Moore, D. R. Goodenough, & P. W. Cox (1977). Field-dependent and field-independent cognitive styles and their educational implications. *Review of Educational Research, 47*, 1-64.; S. Messick (1982). *Cognitive styles in educational practice* (Research Report 82-13). Princeton, NJ: Educational Testing Service.

[7] D. E. Hunt (1974). *Matching models in education.* Toronto: Ontario Institute for Studies in Education.

Although this idea has not become integrated with mainstream research on instructional design,[8] some speculations about cultural differences in learning styles have plausibility[9] (although they could degenerate into harmful stereotypes if incautiously applied).

If social groups differ in cognitive or learning styles, then it follows that instruction favoring one style rather than others may disadvantage some groups. Therefore, one of the concerns of multicultural education has been to encourage attention to individual differences in learner characteristics and the application of a broad range of instructional approaches which are to some extent matched to the characteristics of the learner.

Multicultural Representation

A multicultural perspective implies that social institutions should provide opportunities for participation by individuals with diverse origins and with diverse characteristics. This perspective rejects a purely assimilationist view that cultural origins ought not matter.[10] Instead, the multicultural ideal emphasizes enhancing the extent to which individuals function effectively in multiple cultures, understand and value the contributions of members of diverse groups, and understand themselves in multiple cultural contexts.

This outlook calls for representation and power sharing by diverse groups. One concern of multicultural education is therefore to foster the representation of individuals capable of understanding and communicating about diverse perspectives. This concern is reflected in a desire for balance in the staffing of educational organizations and a recognition that continual effort at staff development will likely be required.

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[8] R. Glaser & M. Bassok (1989). Learning theory and the study of instruction. *Annual Review of Psychology, 40*, 631-666; L. Corno & R. E. Snow (1986). Adapting teaching to individual differences among learners. Chapter 21 in M. C. Wittrock (ed.). *Handbook of research on teaching* (3rd ed.). NY: Macmillan.

[9] See hypotheses attributed to A. Hilliard by C. I. Bennett, footnote 4.

[10] See J. A. Banks (1981). *Multiethnic education: Theory and practice*. Boston: Allyn and Bacon. Elsewhere in this report we use the term "cultural pluralism" in a manner more similar to the way Banks uses the term multiethnic than to the way he uses the term cultural pluralism. Our use follows the *Random House Dictionary of the English Language* (2nd ed.).

Equal Opportunity to Learn

A final core concern of multicultural education is with providing an equal opportunity for all to learn.

This concern is reflected in the recognition that some customary educational arrangements (that are perhaps well suited to achieving some educational goals) may operate at the expense of other goals.

The common practice of grouping students by ability provides one example. Tracking is widely practiced for several reasons: Instruction for groups of students at one level and one pace is easier than instruction at several levels and at different paces; teachers often prefer teaching bright students, and teachers whose services are in high demand are rewarded with classes of bright students; many educators believe that bright students will go unchallenged in heterogeneous classrooms; and far too many educators believe that students who have fallen behind should be taught at a slower pace than others. In addition, affluent, assertive parents often want to be assured that their children are being specially treated. None of these reasons for ability grouping suggests equal opportunity to learn for those students placed in the lower tracks.

Accordingly, multicultural education seeks alternatives to ability grouping. These alternatives may be achieved through multiple mechanisms. Among these are the elimination of tracking as a matter of policy and the substitution of instructional methods suited for heterogeneous groups of students. Among the methods proposed as alternatives have been mastery learning, cooperative learning, and the use of multiple instructional styles. Many teachers are unfamiliar with these instructional strategies, providing an additional reason for the emphasis on recurrent staff development in multicultural education.

Reducing conflict among individuals and groups — and improvements in the management of classrooms and instruction — are often seen as additional elements of an educational program conducive to an equal opportunity for all to learn. This is especially important if conflict leads to disparate patterns of exclusion of some groups from the school through suspension.

Public Debate About Multicultural Education

The debate that surrounds multicultural education stems in part from a focus on only one aspect of the multicultural idea. But it also stems in large part from two distinct visions of its likely consequences. Proponents view it as a logical, fair, and overdue approach to integrating minority youths into the mainstream of a redefined, more pluralistic, American cultural identity. Some detractors view it as often unscholarly, divisive, and unlikely to contribute to the welfare of American society. Still other detractors view it as a hollow promise — a seductive diversion that encourages minority children to compete for economic rewards through educational achievement even though educational achievement (a) does not guarantee economic success and (b) is pursued on an unlevel playing field.

The idea of multicultural education is a lightning rod that focuses many of the competing aspirations for quality education for all groups of students — competing aims that are elicited more generally by all the nation's approaches to education in a segregated society.

No single attempt to learn of the effects of a multicultural educational reform can illuminate all aspects of the debate. This is so because any single attempt will necessarily reflect the particular prospects, talents, and predilections of those who bring the demonstration to life. It is also true because educational change is typically evolutionary, not revolutionary. In the remainder of this report, we focus on one serious effort to deploy and learn from a multicultural education program. This effort is already producing experiences and empirical evidence useful in shaping efforts to achieve the aims of multicultural education.

It's a mistake to think that these kids are going to get any more interested in schools by studying more about Africa.

William Bennett (former Secretary of Education, quoted in *Newsweek* 9/23/91)

The Pittsburgh Multicultural Education Program

Through the Multicultural Education Program at Prospect Middle School, the Pittsburgh schools aim to demonstrate that a self-perpetuating change in the social organization of schools can be brought about with beneficial results for students, families, and communities.

Purpose

Prospect's program is intended to demonstrate that (a) schools can be restructured to bring about genuine, rewarding integration of persons from diverse neighborhoods and differing ethnic backgrounds; (b) activities to reach, involve, and utilize the resources of parents and communities can build community ownership of pluralistic education in which all groups benefit educationally; (c) instructional and co-curricular arrangements can increase learning, improve race relations, limit conflict, and enhance the sense of self-efficacy and aspirations of all students; (d) curricular modification can enhance appreciation of the cultural contributions of all ethnic groups; (e) activity to develop a school's human resources will improve the treatment of youths of all ethnic backgrounds and produce a competent environment in which to conduct education; and (f) evaluation can serve to develop and improve the program over time as well as to document what the program has done with what effects.

Background

The history and geography of Pittsburgh combined to make it a city of neighborhoods most of which are marked by distinct patterns of ethnic or racial composition and isolation from other neighborhoods.[11] The city's public school population is composed of students of German, Irish, Italian, Hungarian, Slavic, Croatian, Greek, Polish, and other nationalities of European origin as well as African-American students. In the late 1800's Pittsburgh grew as large numbers of workers of European extraction came to work in the steel mills.

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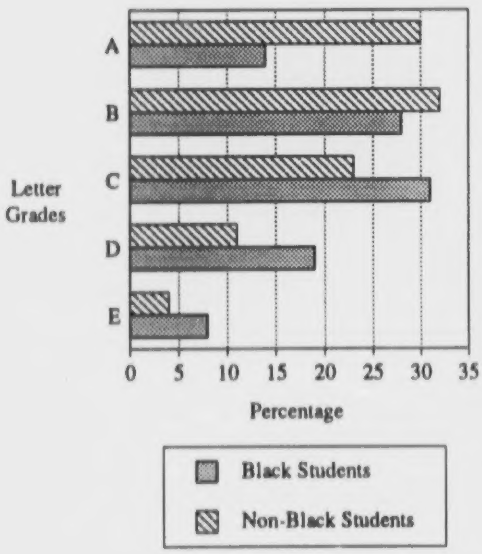
[11] This account of community history is based on a grant proposal for the multicultural program written by the Pittsburgh Schools' Development Office.

Later, during World War I, southern blacks moved in large numbers to Pittsburgh to meet wartime demands for production. The succession of migrations produced ethnically and racially segregated neighborhoods, often delimited by rivers or hills that form natural boundaries.

Today, three quarters of Pittsburgh's population is white, but half of the public schools' students are black.

As in other school districts nationwide, educational outcomes for black students usually lag behind those for white students (Figure 1.1).

Figure 1.1. Letter grades earned by black and white students in Pittsburgh Middle Schools 1989-90.



Source: Student Information Management Division, Pittsburgh Public Schools

For over a decade Pittsburgh has implemented a voluntary desegregation plan that employs elementary schools serving local neighborhoods and busing across neighborhoods to promote desegregation in middle schools. Many students therefore experience desegregated education for the first time as they enter middle school, and this is true for students at Prospect Middle in particular. Before desegregation, Prospect served mainly children from white working-class families of eastern-European extraction. With desegregation, the school began to serve nearly equal numbers of white students and black students bussed from the Hill district — located some miles away across the Monongahela River. Many parents both in the community surrounding the school and in the more distant black neighborhoods have been displeased by the desegregation of the school.

The school was distinguished by disturbances partly of a racial character in the 1988-89 school year. Over five percent of parents were cited for violations of the compulsory education law because they kept students home from school, and school security personnel were required to keep order.

Prospect Middle School was selected as a location to demonstrate that a climate can be created in which all students' cultures will be appreciated and where such a climate will produce better student conduct, increased student effort, and improved academic outcomes. The difficulties the school was experiencing and its mixed demographic profile make it a challenging proving ground for the idea that multicultural education can improve race relations and enhance the educational prospects of all students.

Program Goals

Some key features of the Multicultural Program are illustrated in Figure 1.2. The most fundamental information about the program is summarized by its goals:

1. Achieving respect and understanding for all groups
2. Building community confidence in the school
3. Developing program ownership by staff, students, parents, community, and school system
4. Fostering student psychosocial development
5. Enhancing students' career and educational aspirations
6. Promoting academic achievement for all groups

Figure 1.2. The multicultural program, features, objectives, and goals.

Program Inputs	→	Program Components →	Intervention Features →	Objectives →	Goals →	Ultimate Goals
Human Relations Teachers School-Based Coordinator Director Staff Development Resources District Curriculum Team Board of Visitors Evaluation Personnel Resources Other	Initial Program Design Choices	Restructuring Heterogeneous grpg. Instructional teams Flexible duty (HRT) School-community-parent relations and involvement Outreach Resource utilization Resource room Workshops Transportation Good news calls Volunteer aides Student relations Cooperative learning Peer counseling/tutoring Heterogeneous extra-curric. leadership activities Conflict mgmt. skills Curriculum Infusion/ pluralism Prog. Devt. Evaluation	Truly rewarding integrated activities Students Teachers Parents Community Multicultural pluralism in content of instruction Genuinely integrated instructional structures Scheduling Grouping Access/ participation	Attitudes Own group Other groups Self-efficacy expectations Student Parent Parent expectations for students Attendance Teacher treatment of students Student conduct	Community perceptions of Prospect Student achievement -- all groups Intergroup harmony Student psycho-social health Program ownership Staff Students Parents Community System Career and educational aspirations	Self-perpetuating social organization

The next chapter describes the components of the program and explains the relation of these components to the program's goals.

Chapter 2. The Program

The Multicultural Education Program combines activities to restructure the delivery of instruction, enhance the curriculum, and improve relations among groups within and outside of the school.

Specific program components to restructure the delivery of instruction include the elimination of tracking; the application of cognitive learning styles; and the introduction of new arrangements, such as advisory homerooms and co-curricular activities, that will foster new relations between teachers and learners.

Curriculum enhancement infuses multicultural content into existing courses and co-curricular activities and introduces new courses and co-curricular activities based on tenets of multicultural education.

Finally, activities to improve relations among students and teachers in the school, between the school and other entities, and among groups outside the school include the use of conflict resolution strategies, cooperative learning in classrooms, and parent and community involvement.

This chapter describes these elements, which are being developed at the Prospect Multicultural Center, the demonstration site. This development is led at the district level by the Office of Multicultural Education through collaborative efforts among administrators, teachers, parents, and community members. We begin with a partial history, and then we describe the current program.

A Brief History

In 1986 a School Neighborhood Consortium project was undertaken by the Allegheny Conference Education Fund to improve connections between Pittsburgh schools and their neighborhoods. The project identified barriers between the staff at Prospect Middle School and the disparate communities the school served. Spurred by concern that the district overemphasized academic achievement, qualms about inadequate attention to affective outcomes and human relations, and palpable intergroup tension in the school, the district and the Allegheny Conference conceived a specially staffed multicultural demonstration program at Prospect and the establishment of a director of multicultural education to report directly to the Superintendent.

The Pittsburgh Public School Office of Development and the Allegheny Conference on Community Development have raised over $1.5 million for the program. Funders include:

the ALCOA Foundation
the Buhl Foundation
the H. C. Frick Foundation
the R. K. Mellon Foundation
the Pew Charitable Trusts
the Pittsburgh Foundation

The resulting Multicultural Education Program convened the Prospect Steering Committee in January 1989 to address racial tensions in the school. Superintendent Richard C. Wallace gave the Committee, which was composed of Prospect faculty and staff, a mandate to outline a program that incorporated human relations training and curriculum infusion.

Planning Committees. The Committee created eight planning committees, one for each of the following planning strands: (1) curriculum infusion, (2) co-curricular activities, (3) professional and support staff development, (4) self-concept and cultural identity development, (5) school restructuring, (6) parent and community involvement, (7) Prospect-Greenway-District interface, and (8) public relations.

Every member of the Prospect staff served on one of the committees for the remainder of the school year; the planning committees made formal recommendations for a multicultural education center at the school.

Assessing staff views. To obtain input from school staff on the proposed center, a needs assessment survey was conducted in May 1989 in each of the 14 middle schools in the district. Ninety-six percent of the target sample of 302 professional and paraprofessional staff responded. Strong support was expressed for such features as:

- a curriculum that emphasizes development in skills that promote effective interpersonal, interracial, and inter-ethnic group interactions;
- staff development that enables staff to educate low and underachieving students;
- classroom instruction that addresses students' diverse learning styles;
- high expectations for all students;
- student activities designed to foster cooperation, development of self-esteem, and interaction among racial, ethnic, and gender groups.

Two-thirds of the respondents said they would work at the Center if given the opportunity.

Selecting a staff for the Prospect Center. In May 1989, the Board of Education officially adopted the initiative for the Prospect Center and announcements of faculty openings were posted systemwide. The plan was to identify teachers who met three criteria: mastery of content, good human-relations skills, and commitment to multicultural education. Candidates were interviewed by committees composed of a district-level supervisor or director of a content area, a parent, and a central office administrator. The committees recommended finalists to Mr. Robert Pipkin, who had been appointed principal. He made the final decisions.

This selection procedure was facilitated by a memorandum of understanding between the Pittsburgh Federation of Teachers and the Board of Education. They agreed jointly to close Prospect Middle School in June 1989 and to reopen the new Prospect Center for Multicultural, Multiethnic, Multiracial Education at the beginning of the 1989-90 school year. Later the name was simplified to Prospect Multicultural Education Center.

The 1989-90 School Year

In September, the Board of Education appointed Dr. Stanley Denton as Director of the Office of Multicultural Education. The Director and Principal Pipkin devoted the first year of the Center to establishing order and a safe environment in the school, orienting the staff, and planning.

One of the most important actions taken by the school restructuring committee in the first year shaped the staffing at Prospect. The committee planned for flexible scheduling and a reduction of duty periods so that teachers could have a major role in developing the multicultural program.

Accordingly, all Prospect teachers had the opportunity to apply for positions as Human Resource Teachers (HRTs). Toward the end of the school year, the Principal and the Director of Multicultural Education selected fifteen teachers. Selection criteria included performance in the classroom and quality of participation in the planning process. All Prospect HRTs were relieved of a portion of their regular classroom assignments to carry out roles as planners, implementers, and trainers in the developing program.

The 1990-91 School Year

The 1990-91 school year was devoted to organizing and planning the model program, conducting staff development activities, implementing selected program components, and arranging for an evaluation.

Organizing the Program

The program plans outlined a systemwide program (which would be implemented under the leadership of the Director in the Superintendent's cabinet) and a model demonstration project (located in the Prospect Center). A School-Based Multicultural Coordinator at Prospect was to serve a staff function, giving technical assistance on program development and implementation.

During the first year of implementation, the Office of Multicultural Education was located at Prospect, and authority over the program was shared. Both the Principal and the Director of the Office of Multicultural Education played a role in determining staff priorities and making decisions about program activities. The

Coordinator and the HRTs were evaluated by the Principal, although they were expected to implement program functions as suggested by the Director of Multicultural Education.

A Board of Visitors was composed to serve as a resource to the planners and implementers of the program. The Board included ten scholars, five of whom visited the program in November 1990. The entire Board participated in the second visit in May 1991 and offered a range of recommendations on most facets of program content and operations. Recurring advice has been about (1) the introduction of activities to link school, home, community, and multicultural themes and issues; (2) diagnosis and application of information on students' learning styles; and (3) maintaining the goal of "an acceptable and equitable level of achievement among all students" as a priority.

Planning the Program

Each HRT served on one or more of the five committees charged with developing the components outlined in the program plan. The committees were as follows:

Multicultural Curriculum
Cultural Awareness
Parent and Community Involvement
Learning and Teaching Styles
Conflict Resolution

The committees met weekly, beginning in September 1990. Attempts to apply program development and evaluation[1] began in January 1991, when the team from the Johns Hopkins University conducted a workshop on the approach for the entire Prospect faculty. The workshop featured a briefing on results of the Effective School Battery (ESB)[2] which had been administered in December 1990.

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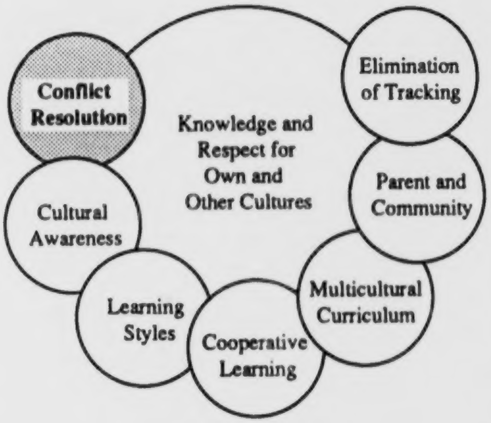
[1] G. D. Gottfredson (1984). A theory-ridden approach to program evaluation: A method for stimulating researcher-implementer collaboration. *American Psychologist, 39,* 1101-1112.

Training the staff

The program's strategy for staff development is a "train-the-trainer" approach. HRTs were to be trained first, and they in turn would train other teachers at Prospect. As described below, the program offered training for HRTs in two of the components: learning styles and conflict management.

Program Content

The program consists of seven "strands" or components: conflict resolution, cultural awareness, teaching and learning styles, cooperative learning, multicultural curriculum, parent and community involvement, and elimination of tracking.


Conflict Resolution
Knowledge and Respect for Own and Other Cultures
Elimination of Tracking
Parent and Community
Multicultural Curriculum
Cooperative Learning
Learning Styles
Cultural Awareness

Conflict Resolution

The conflict resolution strand is intended to promote effective management of interpersonal and intergroup conflict among teachers, administrators and students. The program uses a model of conflict resolution developed by Morton Deutsch[3] and associates at the International Center for Cooperation and Conflict Resolution (ICCCR), Teachers' College, Columbia University.

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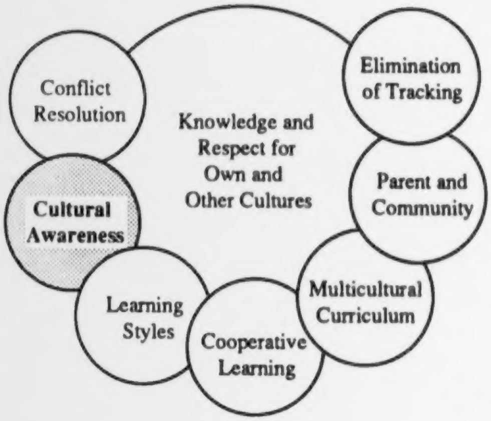
[2] G. D. Gottfredson (1985). *Effective school battery: User's manual.* Odessa, FL: Psychological Assessment Resources.
[3] M. Deutsch (1989). Educating beyond hate. Boston University Seminar on the Anatomy of Hate.

During the 1990-91 school year, a representative from ICCCR trained HRTs and staff developers to apply the model. In turn, the training participants will train school personnel and students at Prospect and throughout the district.

Based on this training as a first step, plans call for the introduction of a conflict resolution curriculum for middle school students and the establishment of mediation centers in the schools. In these centers, students are to participate in resolving their own and peers' disputes. Planners anticipate that parents and community members will also be involved in the resolution of conflict.


Conflict Resolution
Knowledge and Respect for Own and Other Cultures
Elimination of Tracking
Parent and Community
Cultural Awareness
Learning Styles
Cooperative Learning
Multicultural Curriculum

Cultural Awareness

The cultural awareness strand embraces activities to foster students' respect for and understanding of their own and others' cultural backgrounds, enhance career and educational aspirations, and promote psychosocial growth.

Although a wide range of activities is possible, activities are expected to reflect a developmental model that views cultural appreciation as the culmination of a sequence of stages. Also, activities are to be designed in ways that help students to explore culture in self-enhancing ways.

Illustrative activities include the following conducted at Prospect during school years 1989-90 and 1990-91:

> "*Glasnost* comes to Prospect," an interdisciplinary unit on Eastern Europe and the USSR;

a presentation by an exchange student from Japan;

a production of Moliere's "*Le Bourgeois Gentilhomme*";

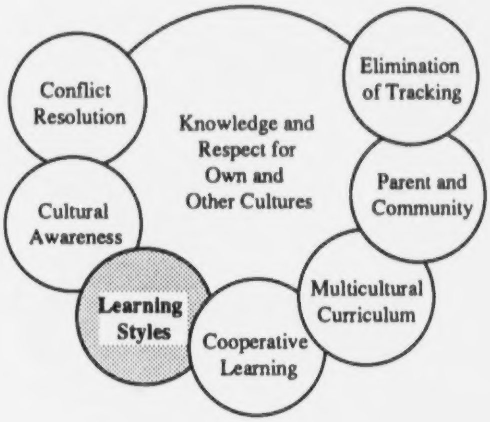
the Culture Club, an after-school activity for African-American male students;

African speakers in social studies classes;

outdoor adventure programs to build cross-racial friendship and cooperation; and

multicultural banners, created by students and displayed in the school.

Cognitive Learning and Teaching Styles


Conflict Resolution
Knowledge and Respect for Own and Other Cultures
Elimination of Tracking
Cultural Awareness
Parent and Community
Learning Styles
Multicultural Curriculum
Cooperative Learning

The cognitive learning and teaching styles strand is intended to increase student achievement and motivation to learn. This strand applies approaches that match teaching styles to students' preferred styles of learning. It is anticipated that consideration of learner preferences — through redesign of classroom environments, use of multisensory instruction, and other strategies — will achieve the component's motivational and achievement objectives.

Training in learning styles was conducted by the Center for the Study of Learning Styles in January, February, and April 1991. Four of the HRTs participated in the training, which focused on the approach developed by Rita Dunn and her associates.[4] Teachers learned how to administer and interpret scores on the Learning Styles Inventory and how to incorporate information about students' learning styles into instruction. As in the conflict resolution strand, training participants will train others at Prospect and other schools in the district.

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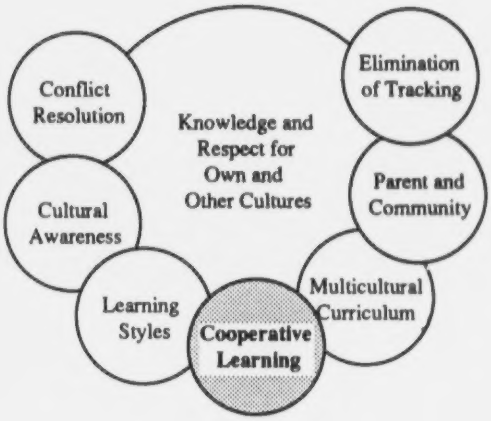
[4] R. Dunn, K. Dunn, & G. E. Price (1989). *Learning style inventory (LSI)*. Lawrence, KS: Price Systems, Inc.

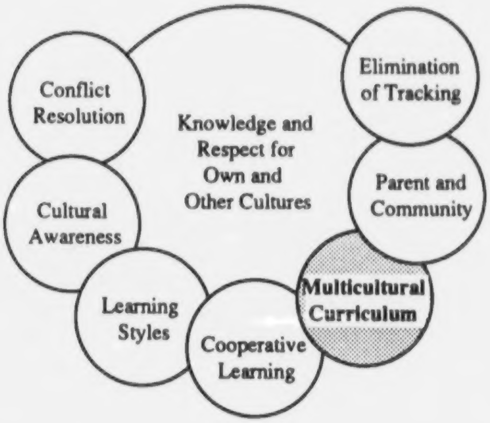
Cooperative Learning


Conflict Resolution
Knowledge and Respect for Own and Other Cultures
Elimination of Tracking
Parent and Community
Multicultural Curriculum
Cooperative Learning
Learning Styles
Cultural Awareness

Cooperative learning[5] is intended to promote positive intergroup relations in desegregated classrooms and to enhance student ability to work in concert with others in pursuit of common goals.

Cooperative learning strategies are to be implemented within content areas. Plans call for collegial groups to support teacher learning of the strategies and provide peer coaching to promote the application of skills in classroom instruction.

Multicultural Curriculum


Conflict Resolution
Knowledge and Respect for Own and Other Cultures
Elimination of Tracking
Parent and Community
Multicultural Curriculum
Cooperative Learning
Learning Styles
Cultural Awareness

The multicultural curriculum strand develops guidelines for revising curriculum to include multicultural content. Current guidelines specify seven areas of curriculum infusion: content, support/linking activities, teaching strategies, assessment strategies, selection of instructional materials, learning activities, and classroom environment. District content directors are taking the lead in reviewing and selecting new materials and developing standards for implementing the revisions in schools. The District adopted a new basal series that is multicultural in content.

The strand also encompasses the development of new courses whose focus is multicultural education. District and Prospect staff prepared a scope and sequence for a course for sixth-grade students during the 1990-91 school year.

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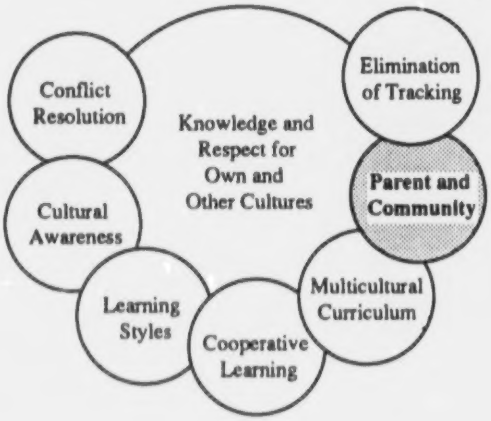
[5] R. E. Slavin (1990). *Cooperative learning: Theory, research, and practice.* Englewood Cliffs, NJ: Prentice Hall.

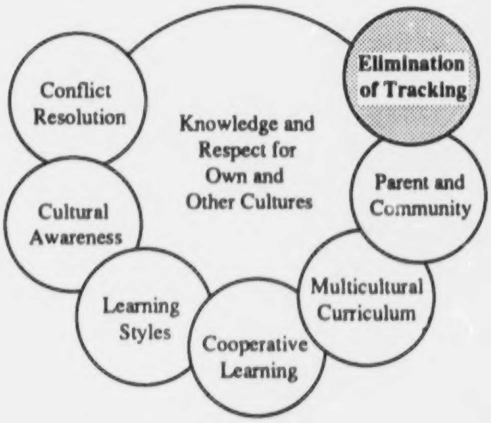
Parent and Community Involvement


Conflict Resolution
Knowledge and Respect for Own and Other Cultures
Elimination of Tracking
Parent and Community
Cultural Awareness
Multicultural Curriculum
Learning Styles
Cooperative Learning

Through the parent and community involvement strand the program aims to build community confidence in the school, promote academic achievement of students, and increase respect and understanding among racial/ethnic groups. Activities will be conducted to augment school/business partnerships, increase volunteerism in the schools, inform parents and staff about matters of mutual concern regarding students and school policy, and develop programs between school and community organizations.

Building a broad base of parental involvement is particularly important. Among Prospect's activities to accomplish this were the Christmas Concert, which featured music of Christmas, Hanukkah, and Kwanzaa; breakfast and transportation for opening days (one day per grade) at the beginning of the school year; and report card distribution at community centers in each of the feeder neighborhoods. Teachers distributed the cards and conferred with parents about the progress of individual students.

Elimination of Tracking


Conflict Resolution
Knowledge and Respect for Own and Other Cultures
Elimination of Tracking
Parent and Community
Cultural Awareness
Multicultural Curriculum
Learning Styles
Cooperative Learning

The district aims to provide equal opportunity for instruction to all students and reduce segregation within schools with racially balanced populations. To achieve this aim, the district's *Policy Statement on Multiracial, Multiethnic, Multicultural Education in the Pittsburgh Public Schools* expressly prohibits tracking. The policy is unambiguous: "Tracking, regardless of the rationale offered, is prohibited."

The policy further specifies that heterogeneous grouping is the accepted practice. Regrouping in subject areas (such as reading or math) is permitted in exceptional cases.

The Current Program

A district multicultural education program provides a context within which the program at Prospect is evolving. The following paragraphs first describe this developing district context and then the program in the school itself.

Office of Multicultural Education

Structure and functions. During the summer following the 1990-1991 school year, the program modified its organizational structure to allow for program expansion in the district and for continued development of the Prospect model.

The Office of Multicultural Education, which in August was moved from Prospect to the Board of Education building, is responsible for implementing the components of the multicultural program throughout the district. The Board of Education's *Policy Statement on Multiracial, Multiethnic, Multicultural Education in the Pittsburgh Public Schools* serves as a guide.

By the beginning of the school year, the number of staff members had increased to support district-wide expansion. Two of the HRTs from Prospect were recruited to become Multicultural Education Resource

Teachers who will work on expansion tasks at the Office of Multicultural Education. An additional two cultural awareness resource teachers, two conflict resolution resource teachers, and two curriculum resource teachers will also support dissemination. These persons have responsibility for coordinating, training, disseminating and providing technical assistance at Prospect and throughout the district in their respective content areas.

Two staff development Associate Directors coordinate training in conflict resolution, cultural awareness, and learning styles. They also provide other forms of support, such as coaching administrators and trainers in the implementation of multicultural components and developing a multimedia library on training in the three content areas.

District plans for expansion. The Office of Multicultural Education has developed a 5-year plan for disseminating the cultural awareness, conflict resolution, and learning styles components to the 23 elementary, 14 middle, and 11 secondary schools in the district. The plan calls for schools to adopt program elements in phases, one phase per school each year for a given program element.

For example, the conflict resolution strand consists of five phases: (1) *skills acquisition*, wherein selected staff from a given school are trained in basic concepts of conflict resolution; (2) *mastery*, which consists of opportunities for staff to practice the skills; (3) *train the trainer*, wherein staff who have reached requisite levels of skill train others; (4) *supervised implementation*, which may include establishment of conflict mediation centers in the school and community; and (5) *dissemination*.

Each school (or grade across schools) will participate in one phase per year in a given program strand until all phases are complete. Schools and grades will enter the dissemination stream on a staggered basis.

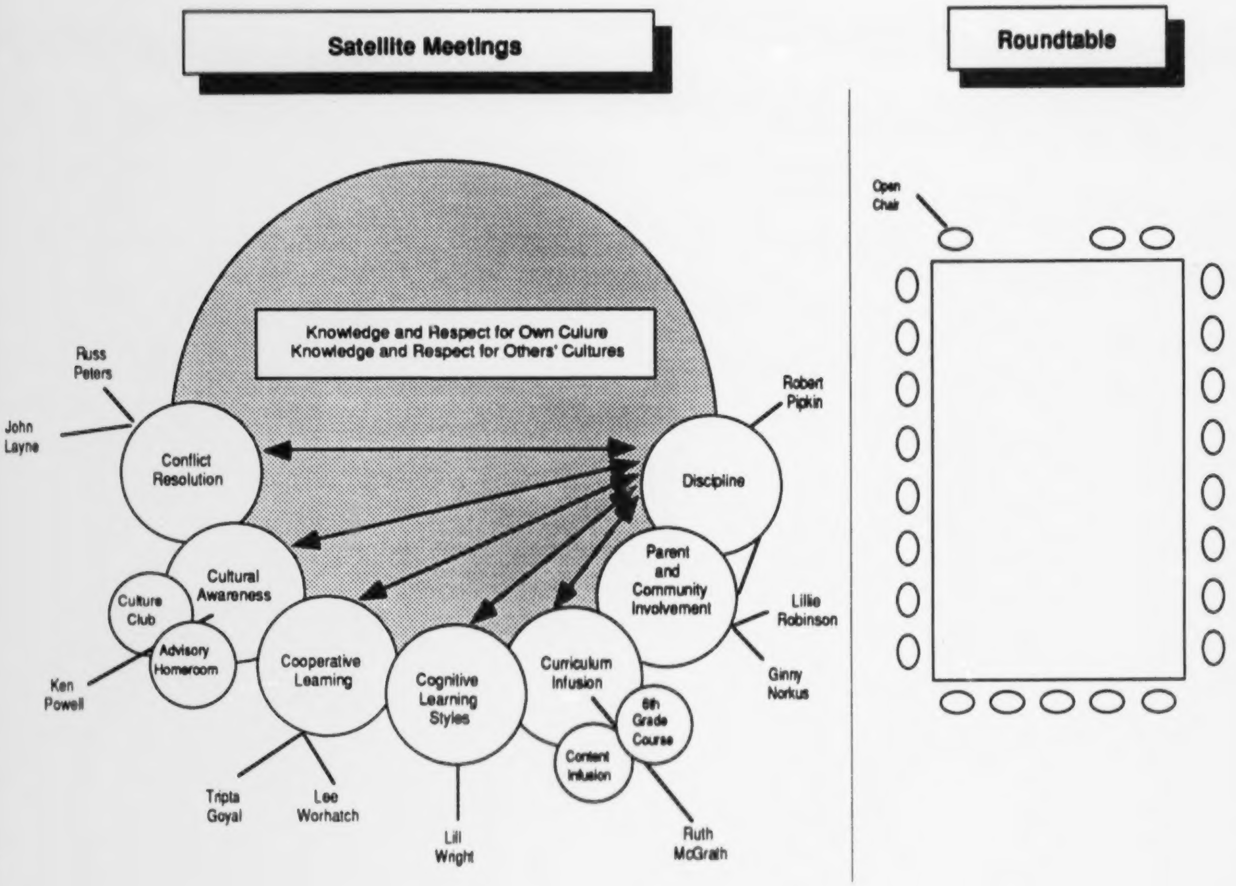
The Model Program at Prospect

Organization. At Prospect, the Principal has authority over all aspects of the multicultural program implemented in the building, and the School-Based Coordinator has day-to-day responsibility for implementation, including coordinating the activities of the HRTs (who are now also known as site-based trainers). In all, 13 HRTs and 1 Resource Teacher support the program at Prospect.

A "Supercabinet," which the Principal proposed in September and the Board approved in November 1991, is the school governance structure. A group of 20 staff members met repeatedly to design the structure. As Figure 2.1 shows, the supercabinet is divided into 7 satellites, one for each of the 6 multicultural strands, and a seventh for discipline. The Principal chairs the discipline group and teachers and administrators chair the others. Each faculty member and administrator serves on one of the satellites, which meet on the first Thursday of each month. Through their respective chairpersons, members of the satellites have input into the Supercabinet Roundtable, which meets on the third Thursday. The roundtable includes instructional team leaders, human resource teachers, administrators, a union representative, and two parents.

The Director of Multicultural Education and the Principal at Prospect convened a second group, the Multicultural Steering Committee, in September to

Figure 2.1. Prospect Multicultural Center "Supercabinet."


Satellite Meetings
Roundtable
Knowledge and Respect for Own Culure
Knowledge and Respect for Others' Cultures
Russ Peters
John Layne
Conflict Resolution
Discipline
Robert Pipkin
Cultural Awareness
Culture Club
Advisory Homeroom
Ken Powell
Cooperative Learning
Cognitive Learning Styles
Curriculum Infusion
6th Grade Course
Content Infusion
Parent and Community Involvement
Lillie Robinson
Ginny Norkus
Tripta Goyal
Lee Worhatch
Lill Wright
Ruth McGrath
Open Chair

assure close coordination and communication between the district and model programs. This group includes the staff development specialists, the Prospect School-Based Coordinator, and members of the evaluation team. The Committee meets monthly to consider such items as scheduling of program and evaluation activities, staff assignments, and implementation progress.

Conflict Resolution. The conflict resolution component consists of two major activities. The first is training. During the summer, HRTs participated in training and served as trainers during a day-long teacher in-service workshop at the school. HRTs will continue to train other Prospect faculty until January 1992.

The second major activity is the mediation center, which opened in October 1991 and is staffed by trained HRTs. At the discretion of a Dean, students involved in disputes can choose mediation over other disciplinary action if both students agree to mediation.

Cultural Awareness. The cultural awareness strand at Prospect consists of special events and activities (such as the Christmas Concert), the Advisory Homeroom, and the Culture Clubs.

Advisory homerooms were initiated during the 1990-91 school year. These were established by lengthening the standard homeroom period. Advisory homerooms, composed of small groups students, meet daily for 27 minutes.

The homerooms are intended to orient students to the school, create a sense of belonging, provide a place for students to voice their concerns, and provide activities to increase student awareness of ethnic, racial, and cultural groups. During the first year of operation, actual activities included review of vocabulary and math concepts and other academic or enrichment assignments that the teachers devised. Lesson plans for advisory homerooms were developed over the summer. These plans embrace all areas of the multicultural program and include diverse instructional materials and procedures. Linda Marcolini — an HRT — is continuing to develop these materials.

The Culture Clubs are after-school activities. The initial club was organized for African-American males during the 1990-91 school year. The club is based on a model of reference group identity developed by Jerome Taylor, former director of the Black Family Institute at the University of Pittsburgh. The club's activities include group discussions on such topics as confidence, persistence, and comradeship, and presentations on cultural values and heroes at weekly meetings. African-American girls requested a similar club, which is being organized.

Cognitive Learning and Teaching Styles. In December 1990, the Learning Styles Inventory was administered to students in classes taught by the four HRTs who participated in the January training. These HRTs informally piloted some of the strategies in their classes. Current plans call for the HRTs to work with teachers of the students who were tested last year, to extend assessment to additional students, and to train additional teachers. The focus of work will be ways to structure classrooms to match students' measured preferences.

The HRTs also trained Prospect faculty in the application of learning styles research during the summer. Teachers completed the Learning Styles Inventory and other measures to gauge their own preferences.

Cooperative Learning. Teachers in the content areas were encouraged to use cooperative learning strategies in their classrooms during the 1990-91 school year, but these practices were not documented formally. Current plans call for giving five teachers six days of training beginning January 1992, with others to be trained subsequently. Details have not yet been planned.

Multicultural Curriculum. The major activity in the curriculum infusion strand is the sixth-grade multicultural education course. All sixth graders take this course, which is offered three times during the six-day schedule. The course covers the following questions:

What is multicultural education? (2 weeks)

What is my identity? (8 weeks)

What are patterns in culture? (4 weeks)

How do cultures communicate? (4 weeks)

Where am I going and how do I get there? (3 weeks)

What is happening in our lives to make us who we are? (7 weeks)

How can conflicts be resolved? (4 weeks)

Parent and Community Involvement. Activities are being developed to inform parents about the school program and ways that parents can enhance their contributions to their children's education. This includes plans to increase the diversity and level of parental participation by expanding the number and types of activities available to parents. Activities conducted last year — such as Family Fun Night, orientation days, and report card distribution in community centers — will be continued. The project plans to clarify goals and program content in January 1992.

Elimination of tracking. Prospect has taken steps to eliminate instructional grouping by ability and race. In Section III, we discuss the implementation of this component.

Other activities. Improving academic performance and closing the gap in the achievement of black and white students are fundamental aims of the program. Ongoing activities include use of instructional action plans and cooperative learning. A teacher awareness training program, Teacher Expectations and Achievement (TESA), will be introduced to increase teachers' use of effective teaching practices.

SECTION II. SIX CHALLENGES

In this section we report on six challenges the multicultural education program faces: (1) achieving respect and understanding for all groups, (2) gaining community confidence in the school, (3) securing ownership of the multicultural ideal among staff, students, parents, the community, and the school system, (4) fostering student psychosocial development, (5) enhancing students' career and educational aspirations, and (6) furthering the academic achievement of all groups.

Each challenge is discussed in turn by addressing two questions:

- Where are we?
- What is to be achieved?

Chapter 3. Respect and Understanding for All

Where Are We?

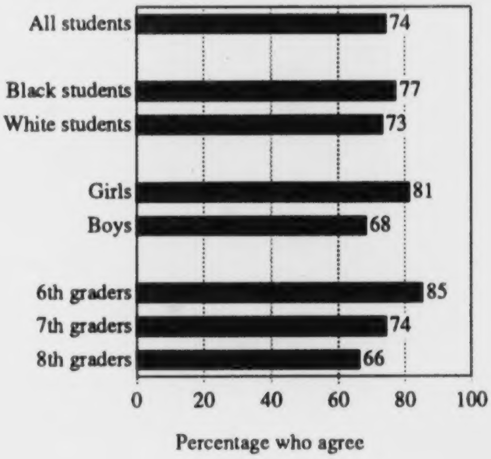
At no time and in no place has our nation's potential for cultural pluralism been realized. The idea that groups with diverse origins and varied personal characteristics, needs, and values should be able to coexist — and that society will benefit from the participation of all these groups — is widely but by no means universally endorsed.

Not surprisingly, this idea is not wholeheartedly endorsed by all persons touched by the multicultural program at Prospect, although it is endorsed by most.

Students

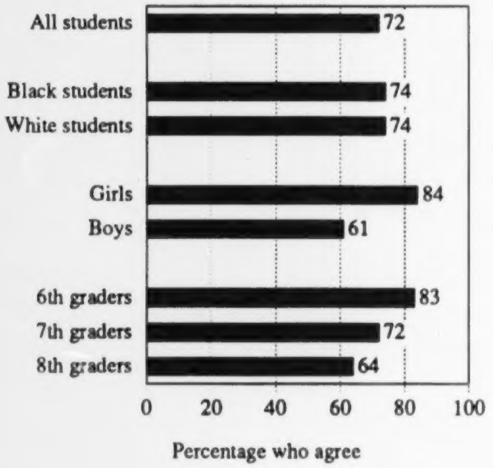
A direct way of gauging respect and understanding of different groups is to ask questions of students and teachers about their views and perceptions. When we asked students if black and white students want to work together in the school, 74% responded that they do. Furthermore, both African-American and European-American students tend to agree that the groups want to work together. Girls are more likely to say black and white students want to work together than are boys. Distressingly, students in higher grades less often report a desire to work together than do students in the sixth grade (Figure 3.1).

Figure 3.1. Black and white students want to work together in this school: Percentage of students who agree.



A similar portrait emerges when students are asked if white and black students do help each other at school (Figure 3.2).

Figure 3.2. White and black students help each other at school: Percentage of students who agree.



One way to view mutual respect and understanding is to define it as the absence of "prejudice." Prejudice refers to "attitudes and beliefs that serve to place the objects of the attitudes and beliefs at an advantage or disadvantage."[1] Prejudices are implicitly evaluative. The content of prejudice is a "stereotype." We assume prejudices are harmful when they perpetuate separation among groups, disable any group, are used to justify limitations on opportunities, or infect the thinking and actions of social groups.

We asked Prospect's students about stereotypes of black and white students. The results resemble the results that similar inquiries elsewhere have long produced.[2] Black students are seen as "loud" and white students are seen as "stuck up." White students were far less likely to stereotype black students than white students as "intelligent." Black students were far more likely than white students to stereotype white students as "hypocritical." To a remarkable degree, similar stereotypes are shared by both black and white students. See Figures 3.3 and 3.4.

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[1] D. Krech & R. S. Crutchfield (1948). *Theory and problems of social psychology.* NY: McGraw-Hill.

[2] D. Katz & K. Braly (1933). Racial stereotypes of one hundred college students. *Journal of Abnormal and Social Psychology, 28,* 280-290; J. A. Bryton (1941). The racial stereotypes of negro college students. *Journal of Abnormal and Social Psychology, 36,* 97-102.

The educational climate at Prospect was assessed in another way by using the Effective School Battery[3] in a survey of students conducted early in December 1990. Respect and understanding should be fostered by an environment characterized by safety, respect for students, fairness of rules, clarity of rules, and student influence. Students described the school in terms of these five aspects of climate.

Prospect was average (when compared to norms for similar schools) on safety, belief in the fairness of the school's rules, and the extent to which students feel they are able to influence matters of concern to them. The students felt that they were treated with dignity in the school; Prospect was moderately high on this scale. Finally, the students felt that they knew the school rules and the consequences for violating them. Prospect rated high in this regard.

Figure 3.3. Stereotypes of black students according to reports of black and white students.

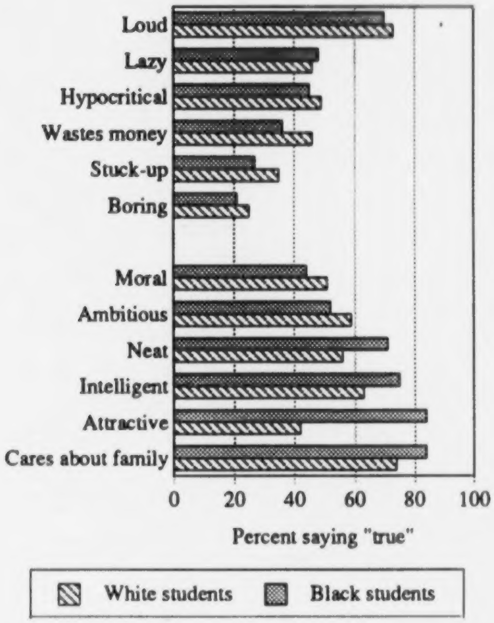
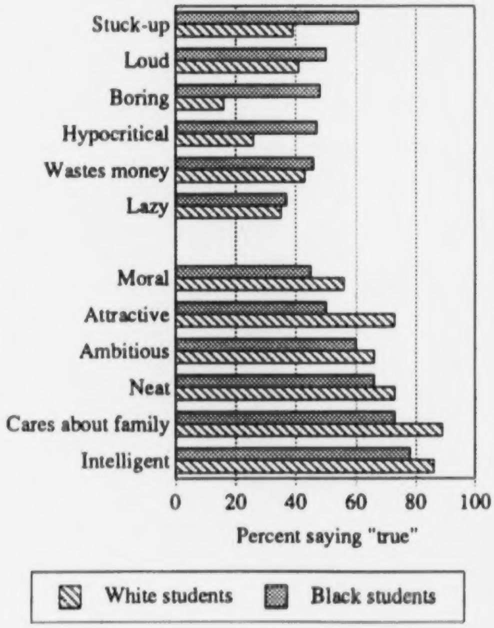


Figure 3.4. Stereotypes of white students according to reports of black and white students.



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[3] G. D. Gottfredson (1984). *Effective school battery: User's manual.* Odessa, FL: Psychological Assessment Resources.

Figure 3.5. Black and white staff want to work together in this school—reports of black and white staff.

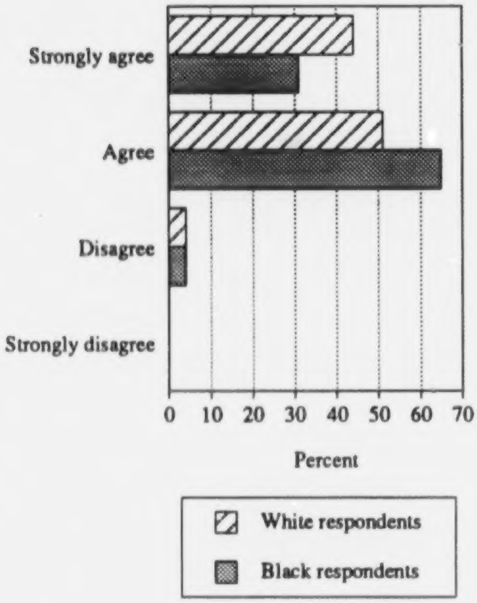
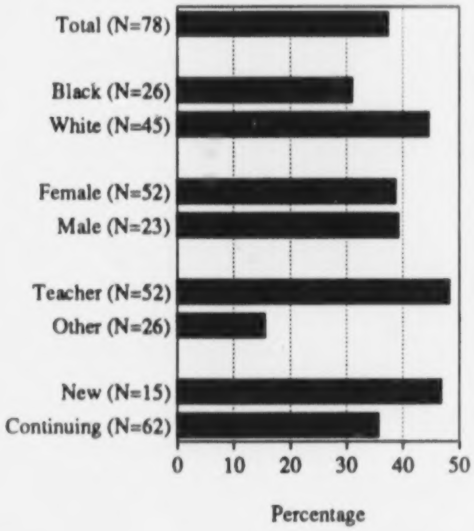


Figure 3.6. Percentage strongly agreeing that black and white staff want to work together.



School Staff

The staff at Prospect — teachers, administrators, clerical personnel, and aides — overwhelmingly endorses ideals of cultural pluralism. In a September 1991 survey, we asked staff directly if they endorsed each of the goals of the multicultural program. Every individual said that a goal of the program should be "to promote a climate of respect and understanding of all races and ethnic groups." Although endorsement rates were not as high as 100% for all specific aims of the program, the extent of concordance with the core goal is impressive. This portrait is supported by the results of a school climate assessment conducted in November 1990, which showed that teacher attitudes favored integrated education.

Staff members overwhelmingly report that "black and white staff want to work together in this school." This statement was endorsed more strongly by white than by black individuals, and more strongly by teachers than by other staff members. (See Figures 3.5 and 3.6).

Evidence from responses to several questions converge in implying a difference of opinion between black staff and white staff in the degree of positive relations between black and white people in the school. White staff more often than black staff strongly agreed that black and white staff help each other at school and that white people in the school want to see African Americans get a better break (Figure 3.7).

Despite the generally positive evidence about intergroup relations, 17% of black staff members and 11% of white staff members report a belief that teachers would rather be in a school without pupils from a different race (Figure 3.8). Whereas all staff members personally endorse the goal of cultural pluralism, they evidently do not perceive this sentiment to be endorsed by all their colleagues.

Figure 3.7. Percentage strongly agreeing that most white people in this school want to see African Americans get a better break.

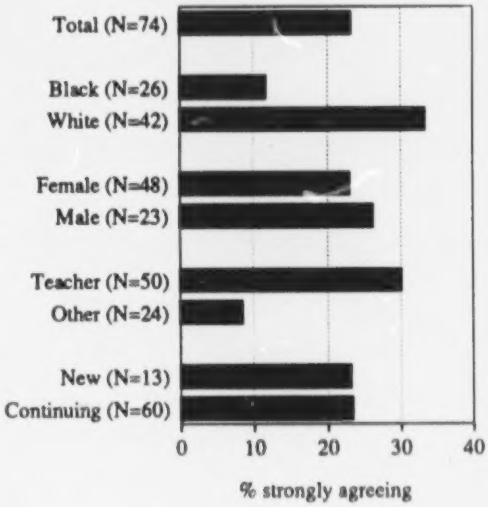


Figure 3.8. Percentage agreeing or strongly agreeing that teachers would rather be in a school without pupils from a different race.

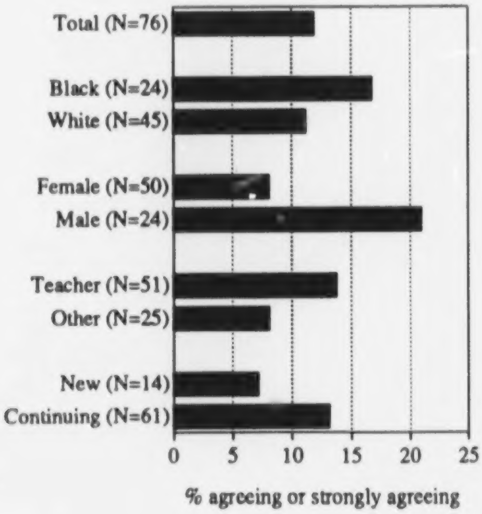


Figure 3.9. Ratings of the level of teamwork versus conflict between black teachers and white teachers.

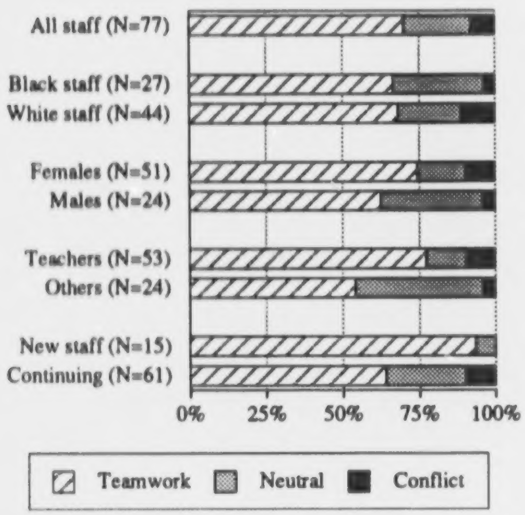
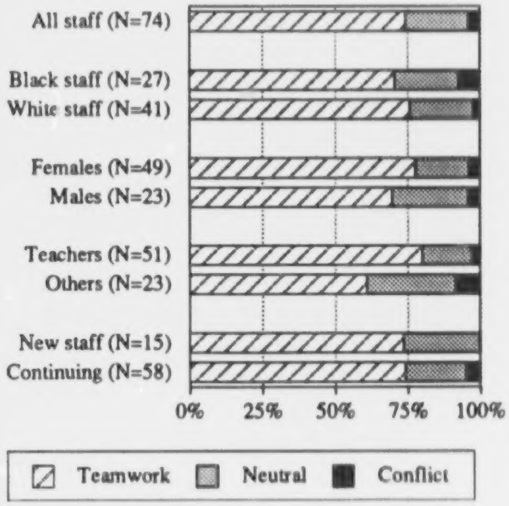


Figure 3.10. Ratings of the level of tension versus conflict between black teachers and white students.



Further evidence of generally positive intergroup relations is available in ratings made by staff members of the degree of teamwork versus conflict between black and white teachers and between teachers and their students. The majority of every subgroup of staff report teamwork rather than conflict between black and white teachers, although some disharmony is reflected in the responses of a minority of every group (except those newly arrived at the school) who report some degree of tension or conflict. (Figure 3.9)

A similar portrait emerges from ratings of teamwork between black teachers and white students; the majority of respondents of all subgroups report that teamwork characterizes the relations (Figure 3.10).

But this image contrasts with staff reports of relations between white teachers and black students (Figure 3.11). Only a minority of black staff (and male staff) say teamwork describes relations; 37% of black staff report that conflict describes relations between white teachers and black students (compared with 7% of white respondents).

Parents

Although we lack information about parents' views that directly parallels the information we have from students and faculty, the available information implies some parents are less supportive of cultural pluralism at Prospect than are the students and staff who spend substantial portions of their time in the school.

White parents appear less positively disposed towards the program than black parents. When asked for their opinions,[4] white parents were less likely than black parents to report that white and black students get along at Prospect Middle School — 45% of white parents disagreed that students get along (Figure 3.12).

Figure 3.11. Ratings of the level of teamwork versus conflict between white teachers and black students.

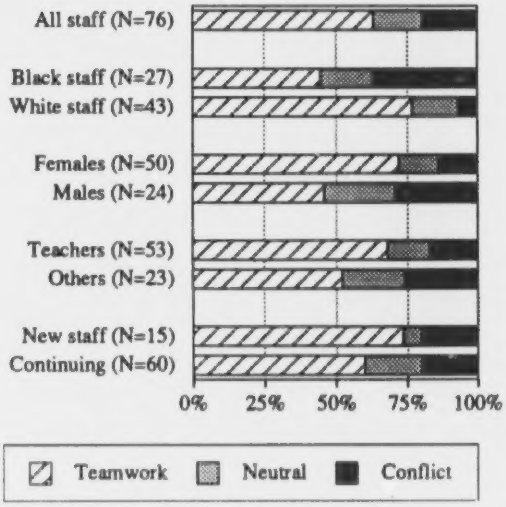
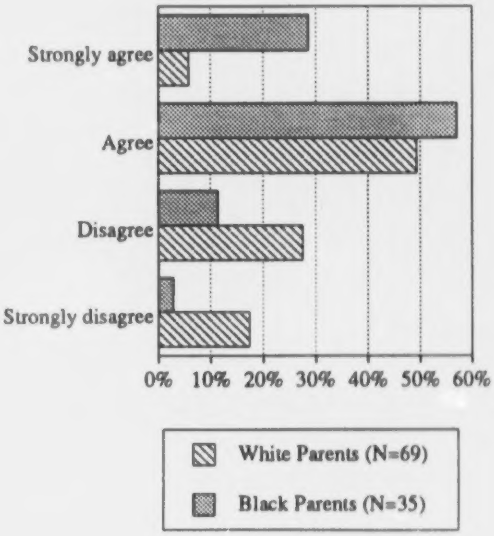


Figure 3.12. White and black students get along in Prospect Middle School — reports of black and white parents.



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[4] We conducted a brief survey of parents — mailing approximately a thousand single-page questionnaires to parents of students enrolled in 1990-91 and to parents of 5th graders in feeder schools. Only 108 responded. The low response rate may be taken as an indicator of generally weak support for the school. The low response rate also implies that interpretations made from these data should be considered tentative.

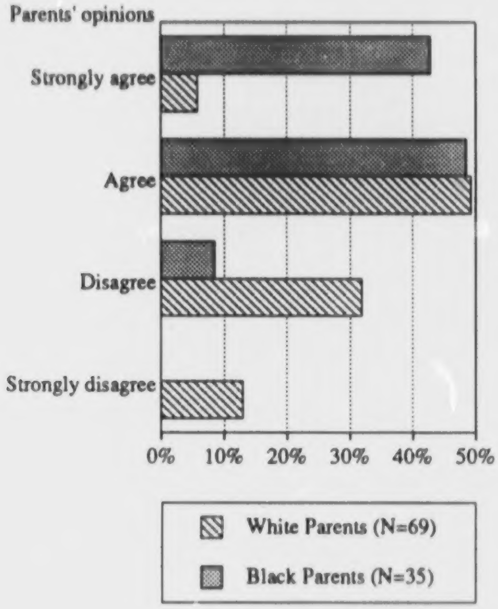


Figure 3.13. The school is safe and orderly—reports of black and white parents.

[I don't like] the black male students grabbing the white girl students' private parts. The fights, threats, and stealing out of lockers.

(White parent)

The black children are very abrasive, course. I'm not happy that my children have had to deal with a lot of rough actions and behaviors that I don't feel are necessary for 10 and 11 year old [students] to deal with.

(White parent)

Although black parents expressed predominantly positive attitudes about the school's program, its safety, and attempts to increase knowledge and awareness of all cultural groups, attitudes of many white parents were less positive. Some white parents were concerned about school orderliness. Whereas 43% of black parents strongly agreed that the school is safe and orderly, only 6% of white parents strongly agreed. No black parent, but 13% of white parents, strongly disagreed that the school was safe and orderly. (See Figure 3.13).

In a few instances, white parents expressed simple rejection of integrated schooling without further elaboration. One parent wrote that the thing most disliked was that "blacks are bused in."

Much more commonly, however, white parents who expressed dislike for the multicultural program thought it lacked balance. One wrote, "The school teaches a little too much about African Americans and not much about other cultures." Sometimes, perceptions that multicultural education at Prospect really is black monocultural education were more strongly expressed.

"Each time I have been at Prospect School the emphasis seems to be on the black race and culture. There needs to be equal time given to the white culture and other ethnic groups as well."

"Not only me, but a lot of the white parents I've talked to agree that the school is 'prejudiced' against whites. Even the Christmas program was almost all for blacks only. 'Nothing' is 'equal' at Prospect! I will not send my other child there and neither will a lot of other parents I talk to!"

"There is too much talk about black culture, and everything is about race. Everything is done around black people."

The structured survey responses imply that about 20% of white parents believe that the multicultural program lacks balance by failing to work to increase students' knowledge and awareness of all cultures.

Black kids — some anyway — have bad attitudes and randomly punch white males mostly.

(White parent)

What Is To Be Achieved?

Despite many promising signs, much remains to be done to meet the challenge of achieving a climate that thoroughly reflects respect and understanding for all groups. Whereas most students and most teachers want to work together, obstacles to doing so remain.

- Stereotypes potentially working to the disadvantage of both black and white students remain widely shared by both black and white students.

- Black and white staff differ in their perceptions of the quality of relations between teachers and students, with black informants reporting more conflict than do white informants.

- Nearly all white staff report commitment to multicultural ideals, but there is evidence that this commitment is doubted by at least some black staff members.

- Despite clear endorsement by black parents of the school's program, the reactions of white parents is more mixed. A substantial minority of white parents express strong negative reactions to integrated education.

Chapter 4. Community Confidence in Prospect

Where Are We?

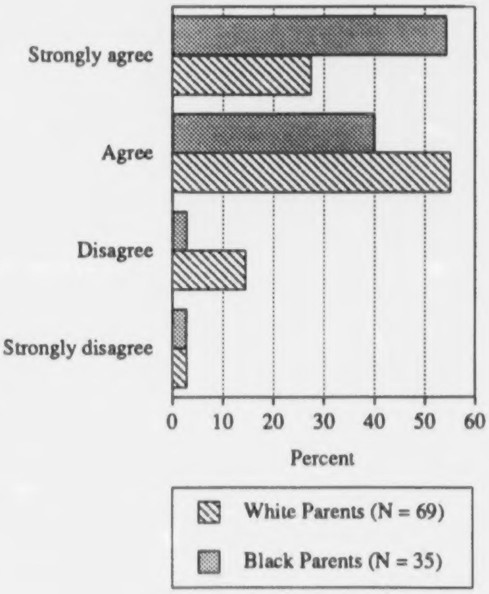
The opening of the Prospect Center in September 1989 followed a school year marked by mistrust among black and white students — at times overt hostility, fights, and name calling. This tension within the school was mirrored in the community. Many parents adopted a "wait and see" attitude, but others feared that busing had compromised their children's safety and academic standing, and undermined the role of the school as a neighborhood institution.

Despite this recent history of trouble, most parents expressed support for the school and its outreach to the community in a fall 1991 survey.[1] Not all parents show a high degree of support, however. The following paragraphs summarize the evidence.

Parents

Most parents believe the school tries to involve them. This is reflected in responses to the structured survey item, "the school reaches out to involve parents" (Figure 4.1) as well as in responses to the open-ended questions.

Figure 4.1. The school reaches out to involve parents.



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[1] See footnote 4 in Chapter 3.

But black parents feel the school reaches out more than do white parents: 54% of black parents strongly agreed compared to 28% of white parents. Nearly a fifth of white parents disagreed compared to 6% of black parents.

Although some parents had been involved in planning for the Prospect Multicultural Center, one parent objected that the school "should never have been changed [to a multicultural center] without consulting the parents."

The general perception that the school reaches out to parents is supported by reports of specific contacts initiated by the school. Eighty percent said that someone from the school contacted them by phone, and 66% reported that they had received written materials. A minority of parents (23% of the black and 4% of the white parents) were visited at home by someone from the school.

Parents reported higher levels of participation in events that were planned especially for them. Ninety-four percent of the white parents and 82% of the black parents said they visited the school for open house or another parent activity. The majority (64%) reported that they attended a play, musical, or other special event; and about half visited the school because their child had a problem. Most parents reported calling the child's advisory homeroom teacher (65%) or another teacher or member of the staff (68%).

Parents Say: The one thing I like the most about Prospect Middle School is:

I only live a block away from school. Most of the teachers seem to really care. They want the parents involved. The principal seems really nice and cares. I went to this school and so did my husband.

(White parent)

. . . the music and other special events and the way the school involves parents.

(White parent)

. . . the fact that Prospect involves parents in every decision of education and every school function.

(Black parent)

If your child is failing a subject the teacher will contact you and (s)he, with your help, tries to help your child bring the grade up.

(Black parent)

Busing across neighborhoods separated by rivers and hills poses special challenges for Prospect's efforts to involve parents. To bring the school closer to where the parents live, teachers went to community centers to distribute report cards. About 25% of parents reported that they met with a member of the school staff at a community center, and roughly half said they attended a report-card meeting.

In their open-ended responses, white parents sometimes expressed unhappiness that Prospect was no longer a neighborhood school, although it remained geographically convenient for their own children. One white parent commented: "[I like the] location of my home — my children could walk there [to Prospect] and I can get there easily if I need to."

We asked parents two questions to obtain a summary of their degree of confidence in the school. First, we asked if they agreed that "Prospect Middle School has a sound academic program." The vast majority agreed, but African-American parents were about three times as likely to strongly agree as were European-American parents. (See Figure 4.2.) A similar pattern of responses emerged when we asked parents if the school staff wants each child to succeed. Again most parents agreed, but black parents more often strongly agreed (Figure 4.3).

Figure 4.2. Prospect Middle School has a sound academic program: Parents' opinions.

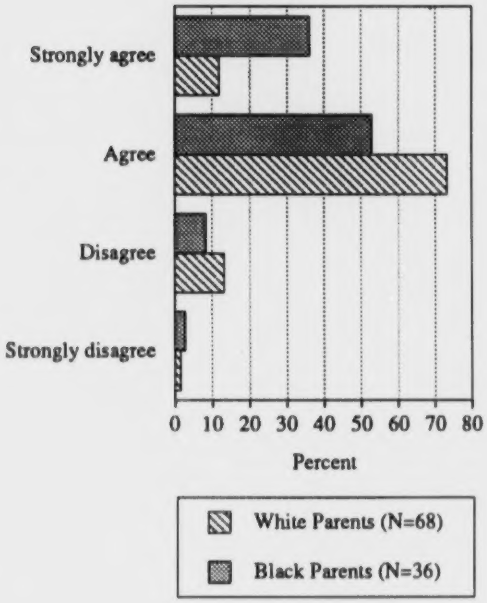
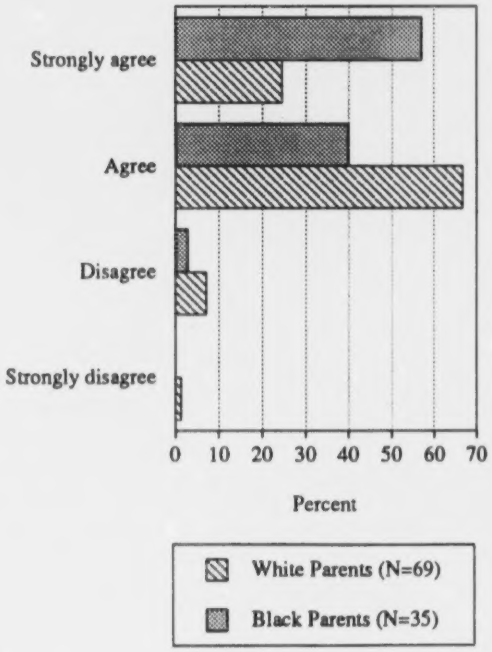


Figure 4.3. The school staff wants each child to succeed: Parents' opinions.



Staff

The school's staff generally endorses reaching out to the community, but with less enthusiasm than is shown for other school activities. We asked staff to rate the usefulness of eight types of activities: regular home visits, special programs for parents, parent curriculum book review committee, parent or community member volunteers in the classroom, open-house welcome to school, reading or math classes for parents, Parent-Teacher Organization, and parenting skills training.

Most of the staff rated each of the activities as useful or very useful. Activities most frequently rated very useful were parenting skills training (50%), Parent-Teacher Organization (42%), and open-house welcome to school (48%). In contrast, 39% or fewer viewed volunteers in the classroom, math or reading courses for parents, curriculum book review, home visits, and special parent programs as very useful.

Staff members generally characterized relations between themselves and parents as teamwork (55%) or as neutral (28%) — only 17% reported conflict. In contrast, 23% of the teachers viewed relations between the school and local businesses as teamwork, 40% viewed relations as neutral, and 23% as conflictual.

Some evidence suggests a gap between attitude and practice in parent and community involvement. Although most teachers viewed home visits and classroom volunteers as important, only small percentages (25 and

16% respectively) reported using them even irregularly. Speakers or volunteers representing different ethnic/cultural groups were rated as useful or very useful by 92% of teachers, but 35% indicated that they had made use of them.

What Is To Be Achieved?

Most Prospect parents are confident that the school is safe, its academic program is sound, and the staff seek parent involvement. But this portrait of general confidence is belied by the substantial minority of white parents whose views about the school are clearly negative.

Strongly felt dissatisfaction by a minority of parents will impede the program's efforts to boost the community's confidence, but many parents reported a high level of participation in school outreach activities. This initial involvement provides a foundation for the program to use for defining community activities.

Parents Say: The one thing I **most dislike** about Prospect Middle School is:

The children are from different sections of the city, making it hard for all parents to participate and less of a neighborhood school.

(White parent)

Children attend from so many different parts of the city (and some a far distance) that my children's friends are limited and a sense of community and community pride has been totally lost among these children (from every area of the city).

(White parent)

Because students were from so many different areas of the city, it was difficult to maintain a PTA.

(Black parent)

Chapter 5. Program Ownership

Where Are We?

Most staff, students, and parents endorse most of the multicultural program's goals. All aims are not endorsed to equal degrees, and some differences in enthusiasm for the program are apparent for different groups of people. In addition, endorsing the program's goals is not the same as endorsing all the program's elements. Some elements are endorsed by only a minority of individuals.

Students

Most students are aware that Prospect Middle School is making special efforts to conduct a multicultural program. When asked, 50% of students indicated that "special steps were being taken to increase students' knowledge of and awareness about all the cultures that make up America." (About 14% said "no," and 36% did not know.)

Overall, 74% of students reported that they were proud of what their school is doing to help people of different ethnic groups understand each other. There was a tendency for white male students to report being proud less often than did other groups; among white boys, 65% said they were proud.

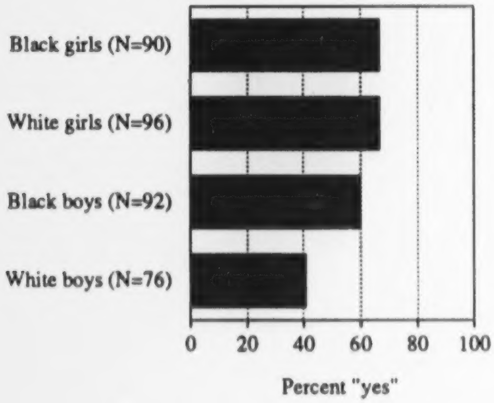
Everybody is equal and we treat each other like anybody. Be [one] black or white we are all the same inside. I am very proud to be in Prospect Multicultural Center.

(A student)

I feel that black and white people together is very bad, because personally I don't like black people.

(A student)

Figure 5.1. I enjoy studying about the accomplishments of persons of different ethnic groups: Student responses.



The ultimate goal [of multicultural education is] recognizing the worth of all people. Without it the world will continue to flounder. [The program] is not moving fast enough.

(A teacher)

Overall, 59% of students reported that they "enjoy studying about the accomplishments of persons of different ethnic groups." Only a minority of white boys endorsed this statement, however. (See Figure 5.1.)

Staff

We noted earlier that all staff indicated in a survey that promoting a climate of respect for and understanding of all races and ethnic groups should be a goal of the multicultural education program. Not all aims of the program are endorsed by staff at this high level, however. Only three in four staff members say that increasing community-member participation should be an aim of the program, and 85% endorse increasing parent participation as a goal (Figure 5.2).

Program "ownership" applies not only to the aims of the program but also to the specific activities undertaken in the name of the program. We inventoried the opinions of school staff regarding 37 specific activities associated with the overall multicultural program. These include not only the major program components, but

Figure 5.2 Which of the following do you believe should be goals or objectives of the Multicultural Program: Percentage of staff answering "should be."

100	Promote a climate of respect and understanding of all races and ethnic groups.
.	
98	Equalize the academic achievement of white and black students.
.	
96	Reduce racial incidents among students.
96	Reduce insensitivity and bias by staff members towards cultural differences.
95	Introduce multiracial, multiethnic, and multicultural curriculum content into Prospect's instructional materials.
94	Increase student involvement in the school's activities.
.	
90	Increase the connectedness of all students to the school (reduce alienation among all groups).
.	
88	Increase the percentage of all students whose CAT scores are at or above the national average.
87	Increase the scores of students whose CAT scores are below the national average.
.	
85	Increase the paticipation of parents in making decisions about the school — its policies and practices.
.	
82	Reduce suspensions for black male students.
.	
.	
73	Increase the participation of other community members in making decisions about the school — its policies and practices

Note. These items presumably all carry "demand characteristics" favoring endorsement.

also other program activities or proposals connected with one or more of these components.

Most staff members regard most program components as useful. For example, 91% reported that they regarded the advisory homerooms as useful or very useful. Corresponding percentages for other major components are as follows: cooperative learning (75%), Culture Club (76%), learning and teaching styles (86%), and multicultural curriculum infusion (89%).

If we are not successful, we will become more polarized and paralyzed as a society.

(A teacher)

Takes away from basic learning skills.

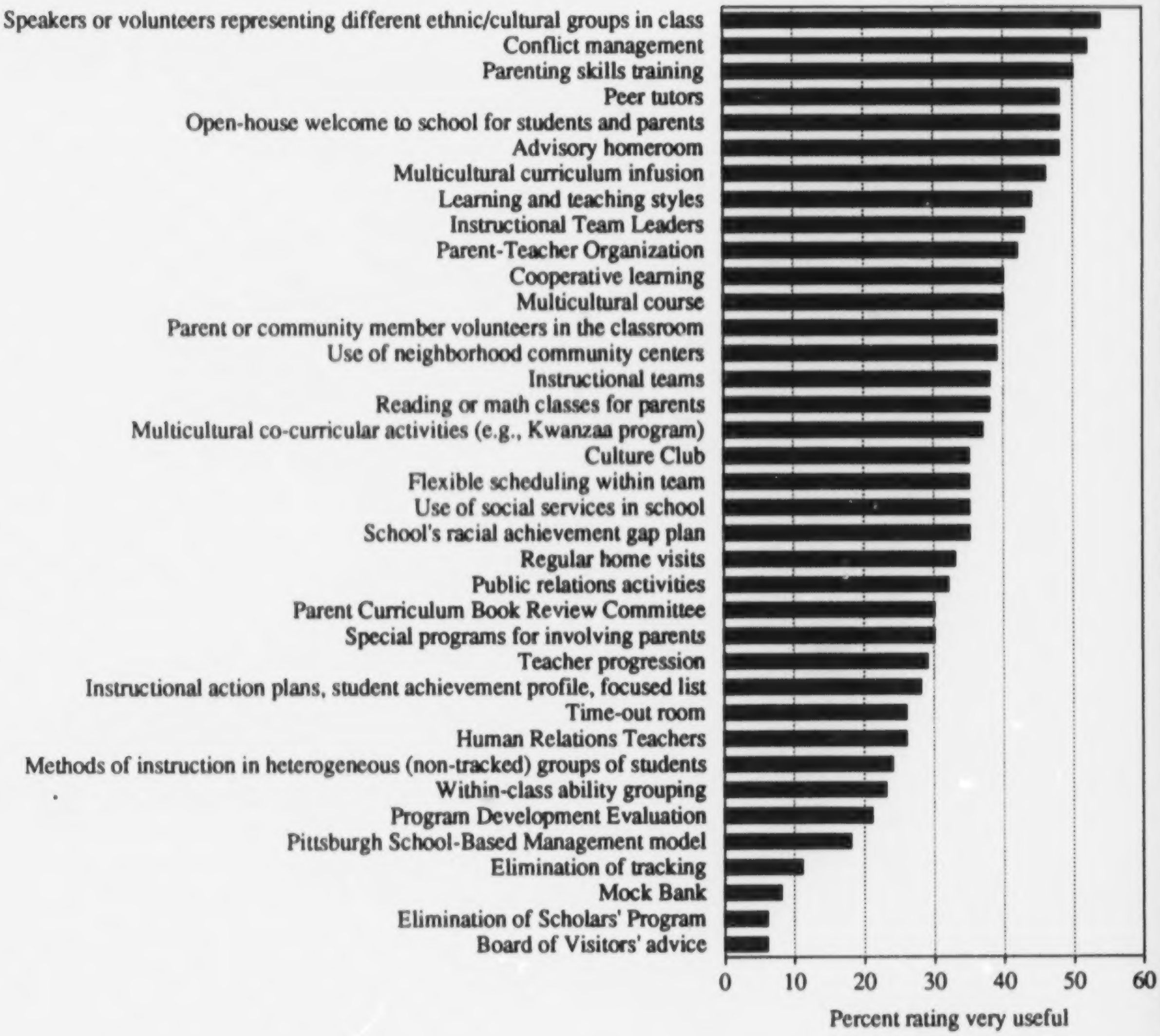
(A teacher)

[The multicultural program] is improving the affective and cognitive tone of this school.

(A teacher)

Some program proposals draw less positive ratings, however. Only 16% regard the elimination of the scholars' program as useful, and elimination of tracking is approved by 25%. (See Figure 5.3.)

Figure 5.3. Activities rated very useful by one or more respondents.

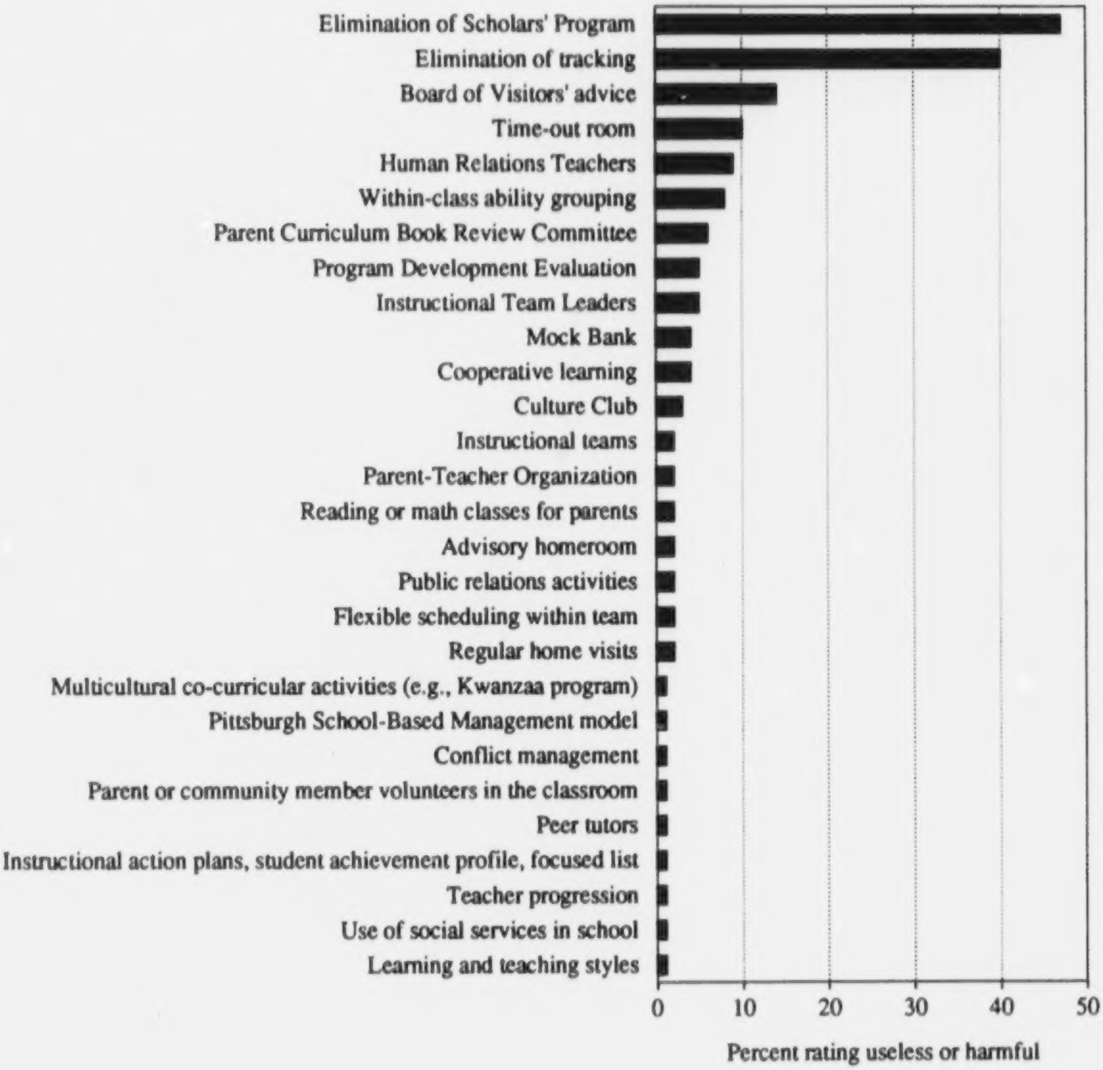


Only four program features were regarded as either useless or harmful by as many as 10% of the staff members. The time-out room was regarded as harmful or useless by 10%, the Board of Visitors advice by 14%, the elimination of tracking by 40%, and the elimination of the scholars' program by 47%. (See Figure 5.4.)

[The goal of] eliminating prejudice must be continually before us, regardless of the normal ups and downs of any program.

(A teacher)

Figure 5.4. Activities that one or more respondents said were either useless or harmful.



There seems to be an emphasis on a program that looks good on paper and may help, but I have students whose handwriting I can't read and who cannot write sentences or speak correctly and [who are] very lazy. Improve these and you'll have achievement with students.

(A teacher)

The large proportion of staff who regarded the elimination of tracking as harmful, combined with other evidence that most teachers have explored or regularly use within-class ability grouping, suggests that the success the school has had in limiting between-class ability grouping has produced other problems for instruction.

Most teachers (67%) said that if they could develop their own multicultural program, it would be exactly like (12%) or similar to (54%) the current program. A minority of teachers said that were they developing the program, it would be quite different (31%) or have no resemblance (2%) to the current program.

The principal makes it work.

(A teacher)

Parents

As noted in Chapter 4, parents generally endorse the school program, with 86% responding that the school has a sound academic program. But black parents were more likely to strongly agree that the program is sound than were white parents. Similarly, black parents were more likely than white parents to express the opinion that steps are being taken at Prospect to increase students' knowledge and awareness about all the cultures that make up America. A minority of white parents apparently believe that attention is being given to black American culture at the expense of "white" culture.

Participation in Program Development

A key aspect of the multicultural program was the deliberate effort to take a bottom-up approach to program development. In this, the program has been uncommonly successful. We asked staff how much responsibility for program development each of twenty different individuals or groups had. Everyone, from superintendent to maintenance worker was credited with responsibility.

Not surprisingly, the Multicultural Program Director was judged to have exercised *very much* responsibility by 85% of respondents, the Principal by 79%, Human Relations Teachers by 67%, the School-Based Coordinator by 65%, the Superintendent by 54%, District Curriculum Directors or Supervisors by 44%, the School Board by 39%, and the District Office of School Management by 37%.

The Board talks a good line but you doubt how committed [it is] to this project.

(A teacher)

The staff is willing to try to bring all ethnic groups together and treat each other with respect.

(A teacher)

Regular school staff were also credited with a great deal of responsibility: Deans 60%; Instructional Team Leaders 53%; classroom teachers 49%; guidance counselors, social workers, family liaison workers, librarian, or mental health workers 37%; paraprofessionals 31%; clerical or secretarial staff 19%; custodial or food service workers 13%; and maintenance or repair workers 10%.

Students were credited with responsibility for program development by 60% of the staff, and 39% said they had "very much" responsibility. Parents, community members, and community organizations apparently had less responsibility or less visible responsibility for program development. Staff credited these groups with very much responsibility as follows: parents (32%), other community members (23%), Allegheny Conference on Community Development (14%).

What Is To Be Achieved?

The evidence suggests that high levels of program ownership have been achieved — especially among the school's staff, but also among parents and students. Nevertheless, there are specific areas in which obstacles to program ownership remain.

No support from central office.

(A teacher)

- Although most students enjoy learning about different cultures, most white male students report that they do not.

- Most staff members endorse the aims of the program and regard most of what is being done or proposed as helpful. But the elimination of tracking is not endorsed by a substantial portion of staff members, many of whom regard this change as harmful. Elimination of tracking could erode support for the program unless accompanied by arrangements that make heterogeneous grouping for instruction more acceptable to staff.

[We need] more contact and [the] support of parents. ... Most are interested and helpful, but many I know are busy and don't have very much contact with their children.

(A staff member)

- The vast majority of black parents endorse the program, but endorsement rates are not as high among white parents. Some white parents believe that there is not enough balance in the multicultural program.

- Despite remarkable success in involving school staff and students in program development, the level of responsibility that parents and the community had in program development appears low in view of the program's intended emphasis on parent and community involvement. Shaky support for the program from parents and community — European-American parents in particular — may prove an Achilles' heel for the program.

Chapter 6. Psychosocial Development

Where Are We?

Middle school students face developmental tasks involving racial identity, peer associations, achievement orientation, and accepance of school rules and norms. For students in schools with ethnically and racially diverse populations, coping with these tasks may be especially challenging.

Using student responses to the Effective School Battery (administered in December 1990) and a student survey devised for this evaluation (administered in 1991), we find a profile of coping that contains both encouraging and disturbing elements — and some commonly observed age and sex differences.

Student Characteristics

Prospect aims to foster students' feelings of connectedness to the school, positive self-concepts, respect for conventional social rules, and behavior conducive to learning.

Student responses to the ESB provide information on these aspects of psychosocial development. One cluster of questions asks students about the extent to which they feel integrated in the social fabric of the school (e.g., "I feel like I belong in this school"). The average student in all groups feels a sense of connectedness rather than alienation: compared to similar

Figure 6.1. Mean social integration scores for subgroups of students.

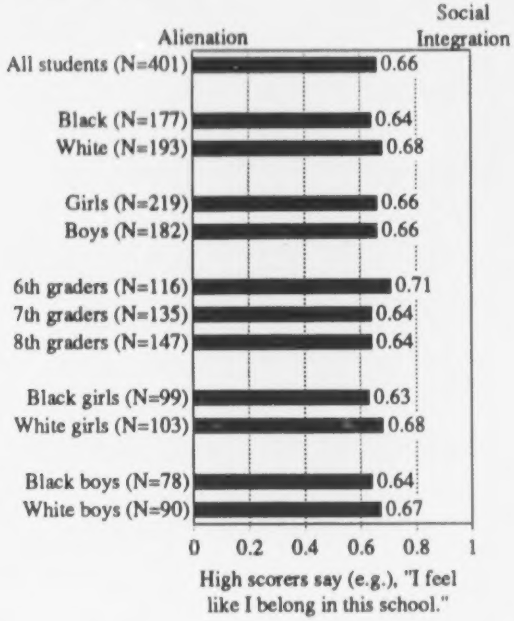
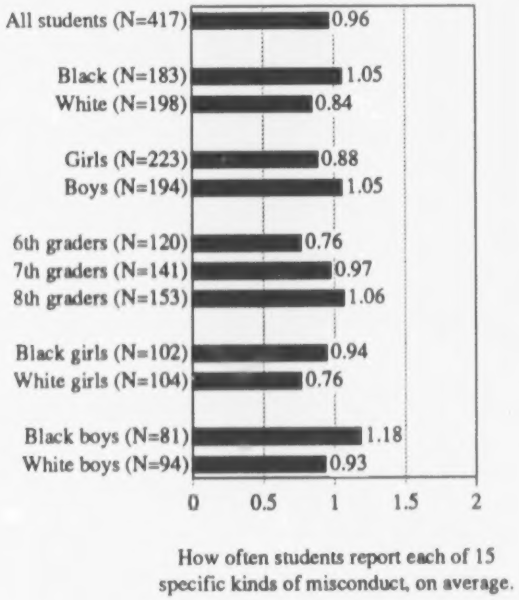


Figure 6.2. Self-reported rebellious behavior for subgroups of students.



schools, Prospect's percentile rank is 72. (See Figure 6.1.)

Likewise, the average student in all groups reports little involvement in various kinds of misconduct: The percentile rank is 73. But the average boy reports more misconduct than the average girl, 6th graders report less misconduct than the 7th and 8th graders, and black boys report more misconduct on average than other groups. (See Figure 6.2.) The age and sex differences resemble differences observed in other schools.

The self-concept of the average student at Prospect is in the moderate range of scores for students in similar schools. White and black students rated their self-concept similarly.

Racial/Ethnic Identity

An important aspect of identity is a positive sense of one's own racial and ethnic group. As one way to learn how students feel about their racial/ethnic identity, we asked how close they feel in their ideas and feelings to several groups: white students, black students, white teachers, black teachers, white people in general, and black people in general.

White students tend to feel closer to whites, and black students tend to feel closer to blacks.

Students of all groups overwhelmingly agreed with the statement, "I have a great deal of respect for other students of my own racial/ethnic group." (See Figure 6.3.)

Nevertheless, the students were somewhat less positive about the *behavior* of other students in their racial/ethnic group. About half of the students said that members of their group treat each other with respect and about half say they can expect students of their own group to embarrass others.

Figure 6.3. I have a great deal of respect for other students of my own ethnic/racial group: Percentage of students who agree.

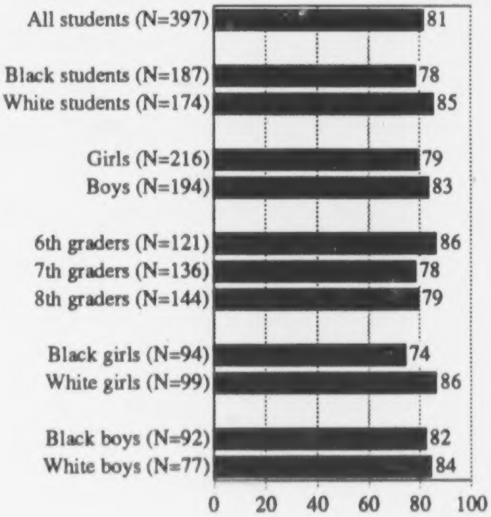
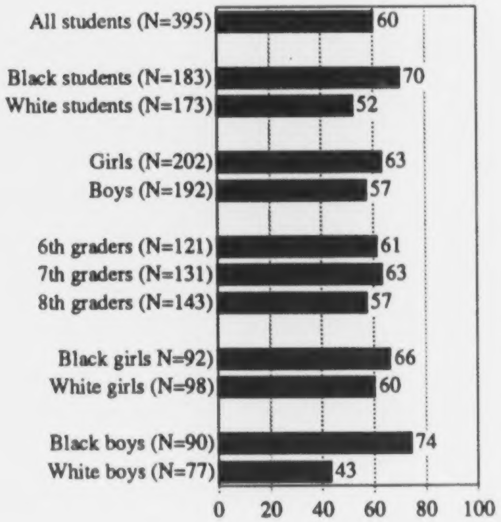


Figure 6.4. Students of my own ethnic/racial group often hassle each other: Percentage of students who agree.



The views of different groups of students differ. Black students (70%) were more likely than white students (52%) to report that members of their own group hassled each other (Figure 6.4), and almost three-quarters (74%) of black boys reported that other students of their own group often hassle each other.

Moreover 51% of the black students, but only 31% of the white students, were worried that they will be hurt or bothered by other members of their group (Figure 6.5).

A similar pattern of race-sex differences was observed for agreement with the statement, "Many students of my ethnic/racial group can be expected to embarrass others." Black students — both boys and girls — agreed more often than did white students, although all groups agreed surprisingly often (Figure 6.6).

Figure 6.5. Students of my own ethnic/racial group are often worried that they will be hurt or bothered by other members of my group.

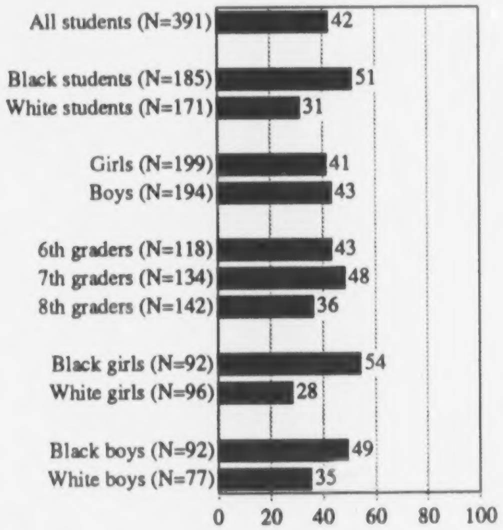
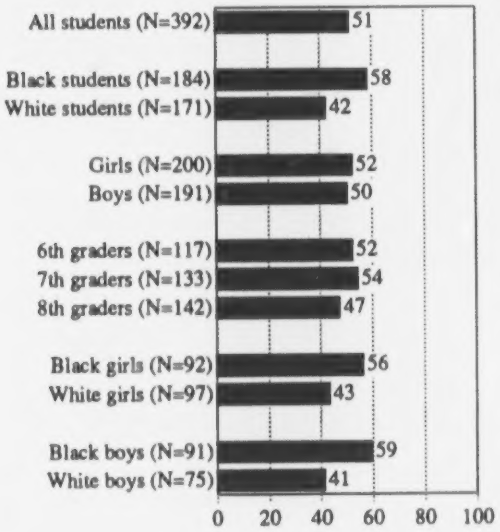


Figure 6.6. Many students of my ethnic/racial group can be expected to embarrass others: Percentage of students who agree.



Finally, only about half of students agreed that members of their own racial or ethnic group treat each other with respect. Black girls agreed less often than other groups (Figure 6.7).

Pride in the accomplishments and traditions of their own racial and ethnic groups is often assumed to provide students with a sense of history and a basis for defining future possibilities. (See Chapter 1.) All groups of students at Prospect tended to report pride in response to questions about cultural traditions, although there were a few differences among groups. (See Figure 6.8.)

Black girls reported somewhat more pride than did other groups in the resilience of their racial/ethnic group (overcoming the odds, persevering in the face of adversity). Boys were more ashamed of drunkenness, unemployment, and crime among members of their ethnic/racial groups.

Figure 6.7. Members of my racial or ethnic group in this school treat each other with respect: Percentage of students who agree.

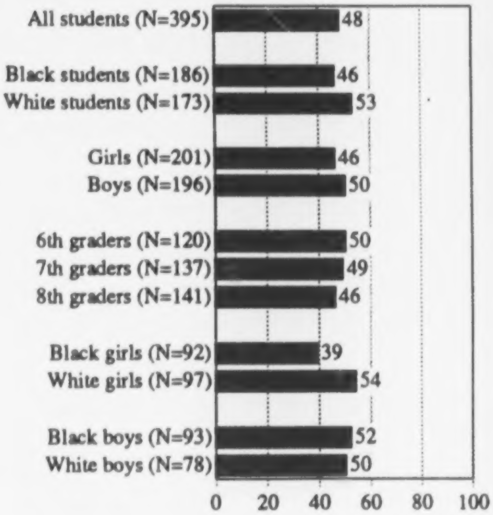
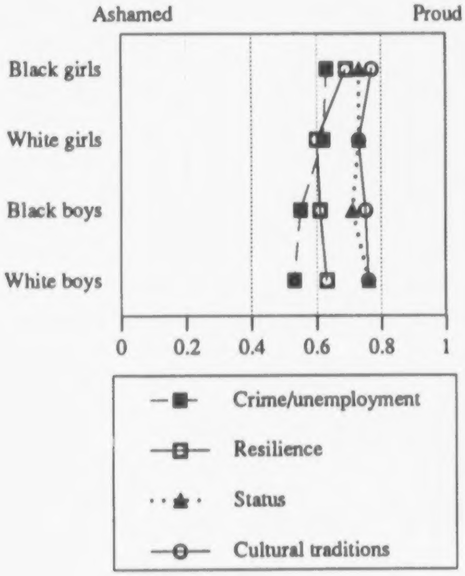


Figure 6.8. How students feel about their racial/ethnic group on four opinion clusters.



What Is To Be Achieved?

On most indicators of psychosocial development, the picture is a positive one. Both black and white students at Prospect feel connected to the school, report that they respect conventional social rules, think positively about themselves, and feel pride in their group's cultural traditions.

Despite students' reports that they feel close to and respect members of their own racial/ethnic group, many students, especially black students, believe that members of their own group are likely to hassle or hurt each other or treat each other disrespectfully. The evidence of negative intragroup relations indicates that the program must consider ways to create positive peer associations — not only across racial/ethnic lines but within them as well.

In contrast, there is little in any group of students' reports to suggest a disproportionate lack of pride in cultural traditions or history.

Taken together, the evidence about student feelings about the behavior of other students (and boys' feelings about social problems such as drunkenness and unemployment) suggests that emphasis on contemporary interpersonal relations may be more productive than emphasis on historical accomplishments in fostering beneficial psychosocial development for all students.

In short, program components directed at how students now treat each other may prove more helpful than will attempts to change how events of the past are perceived.

Chapter 7. Students' Career and Educational Aspirations

Where Are We?

By late adolescence, student's career and educational aspirations are moderately efficient predictors of the level of education and occupation they will eventually attain[1] and of the kind of work they will eventually pursue.[2] Along with grades and academic achievement, aspirations are important determinants of later educational and career outcomes. Enhancing the level of educational and career aspirations of all Prospect students by the time they reach late adolescence is a fifth challenge for the multicultural program.

When students were asked to name the occupation they expected to be pursuing when they are 35 years of age, large proportions listed one of a very small number of occupations — physician, lawyer, and athlete being the most common. In all, 45 percent of students listed one of these three occupations. A quarter of European-American boys and almost a third of African-American boys expressed the unlikely expectation that they would be employed as athletes at age 35 (see Table 7.1).

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[1] W. Sewell, A. Haller, & A. Portes (1969). The educational and early occupational attainment process. *American Sociological Review, 34*, 82-92; D. C. Gottfredson (1981). Black-white differences in the educational attainment process: What have we learned? *American Sociological Review, 46*, 542-557.

[2] J. Laing, K. Swaney, & D. J. Prediger (1984). Integrating vocational interest inventory results and expressed choices. *Journal of Vocational Behavior, 25*, 304-315.

In short, students' occupational expectations involved such a small number of occupations that statistical analysis of level of occupational aspiration is not very meaningful. The evidence implies that many, perhaps most, Prospect students have not begun to think systematically and realistically about their careers.

Table 7.1. Most common occupational aspirations of Prospect students.

Student Group	Occupations	Percentage
All students N=352	Physician	16
	Lawyer	15
	Athlete	14
	Teacher	6
African-American girls N=95	Physician	31
	Lawyer	21
	Teacher	11
	Nurse	6
European-American girls N=100	Lawyer	24
	Physician	18
	Nurse	9
African-American boys N=96	Athlete	32
	Physician	10
	Proprietor	7
	Architect	5
	Police Officer	5
European-American boys N=88	Athlete	25
	Lawyer	10
	Physician	8
	Carpenter	8

Note: Tabled values are percentages giving this occupation as first-listed expectation at age 35.

Most Prospect students say they expect to complete a college degree (Figure 7.1). Proportionately more African-American students than European-American students expect to complete college, and far more girls (71%) than boys (60%) expect to do so. Race differences in educational aspirations parallel the differences in parental education: African-American students' parents had completed more formal schooling than had white students' parents, according to students' reports.

Sixth graders more often expect to complete college than do students in the higher grades.

Students who like school have a higher probability of completing more of it than do students who dislike school.[3] Accordingly, student attachment to school[4] is an important indicator. Patterns in a multi-question indicator of attachment to school resemble those for educational expectations. Girls are more attached to school than are boys, and 6th graders are much more attached than students in the higher grades. (See Figure 7.2.)

Figure 7.1. Percentage of students expecting to complete a college degree.

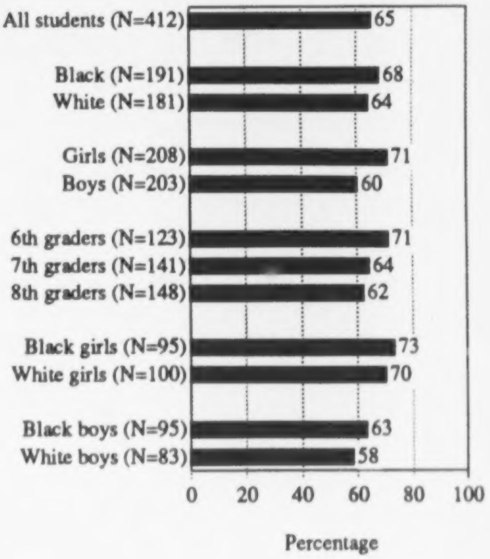
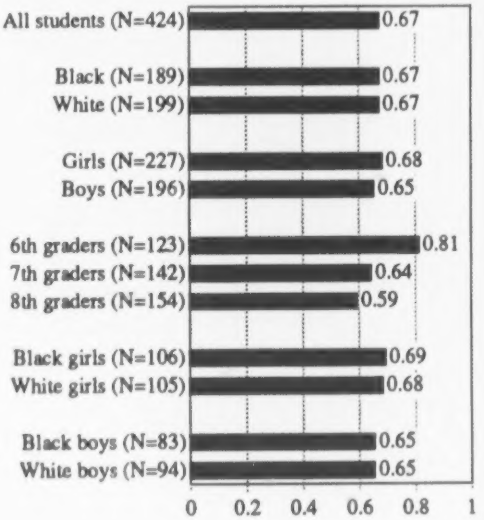


Figure 7.2. Attachment to school for subgroups of students.



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[3] J. G. Bachman, P. M. O'Malley, & J. Johnston (1978). *Youth in transition* (Vol. VI). Ann Arbor: Institute for Social Research.

[4] These results are from a survey conducted in December 1990 using the Effective School Battery. ESB results for educational expectations resemble the results from the special multicultural education student survey summarized above.

Figure 7.3. Sometimes I don't do as well at school as I could so that I will fit in better with my friends: Percentage answering "true."

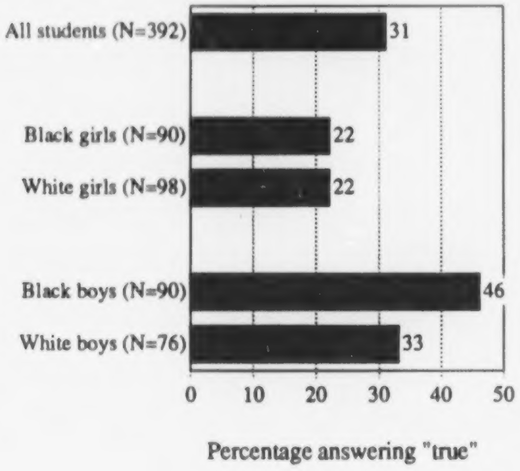
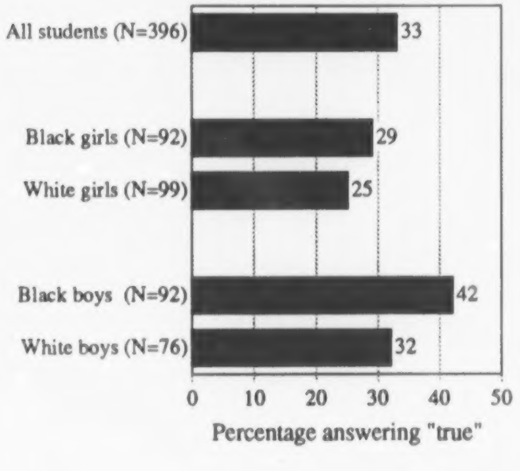


Figure 7.4. Students of my ethnic group would make fun of me if I did too well at school work: Percentage answering "true."



Peer Influence

On the basis of observations made in secondary schools, anthropologists recently suggested that in some schools students may not work as hard at school tasks as they otherwise might because they expect to be ridiculed by other students.[5] More specifically, a school culture may exist in which black students are accused of "acting white" by other black students if they invest in academic tasks or perform well in school.

To learn whether such a peer influence process may operate at Prospect, students were asked about their own experiences. As Figure 7.3 shows, boys were more likely than girls to report not doing as well at school as they could in order to fit in with their peers. Black boys were especially likely to report such influence. Whereas 22% of black or white girls said whey were influenced by peers to do less than their best, 33% of white boys and 46% of black boys said they did less well than they could in order to fit in with their friends.

A similar pattern of results emerged when students were asked if others of their own ethnic group would make fun of them if they did too well at school (Figure 7.4). A quarter (25%) of white girls but more than two-fifths (42%) of black boys said they expected derision. Peer culture may be one influence that maintains between group differences in educational outcomes and the poor performance of black male students in particular.

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[5] S. Fordham, & J. U. Ogbu (1986). Black students' social success: Coping with the "burden of acting white." *Urban Review, 18*, 176-206.

Analyses of group scores on the Effective School Battery's School Effort scale (administered in December 1990) imply that boys show less regard for the neat and timely completion of school work, and the mean effort scores for black and white boys are similar. This pattern of outcomes — from an independent set of questions asked at a different time — provides partial support for the suggestion that peer influence to perform less well than one could may result in lower effort.

What Is To Be Achieved?

The evidence suggests that many, perhaps most, Prospect students are not seriously oriented towards working careers and that peer group influence may be thrwarting career and educational development.

- Many students aspire to a small number of occupations that employ only a small fraction of Americans and which are very difficult to enter.
- Boys' educational aspirations are lower than girls' aspirations, and students in the higher grades have lower aspirations than those in lower grades.
- Relatively few Prospect students aspire to occupations in science (aside from medicine), engineering, entrepreneurial activity, or skilled trades.
- Peer culture may operate to limit the educational effort or performance of boys — and African-American boys in particular.

There appears to be considerable room to further develop the program in ways that have salutary influences on the ways students think about their career and educational possibilities. Focusing explicitly on peer influence, peer expectations, and peer behavior may provide one avenue to improve educational outcomes for boys, and for African-American boys in particular.

Chapter 8. Academic Achievement

Where are We?

Raising academic achievement and promoting greater equity in achievement are aims of most parts of the Multicultural Education Program. Cooperative learning, elimination of tracking, the advisory homeroom, instructional action plans, teaching and learning styles, cultural awareness, curriculum infusion, conflict resolution, and community and parent involvement are all directed at student achievement.

Pittsburgh Public Schools established an ambitious objective for Prospect's Multicultural Program: by 1991 the scores on the California Achievement Tests would rise appreciably, and the gap between the achievement levels of African American students and white students would decline.

The single most important indicator of success of this multicultural initiative will be an acceptable and equitable level of achievement among all students.

(From the First-Year Exit Report prepared by the Board of Visitors.)

California Achievement Test Results

For two progress indicators, target levels were almost reached. The percentage of students scoring at or above the 75th percentile on the CAT language subtest rose from 25% to 32%, and the difference in the percentage of black and white students scoring above the national median in math fell from 35% to 24% (Table 8.1).

In other categories, however, levels stayed about the same, moving a few percentage points in either direction. In one category there was a marked decline in performance: The percentage of students scoring in the bottom quarter of the mathematics test rose from 19% in 1988 to 32% in 1991.

Not reflected in comparisons between 1988 and 1991 levels is a slight decline in test scores in 1990. Prospect Middle School started the 1990-91 academic year having to make up some lost ground (Table 8.2).[1]

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[1] Results shown in Table 8.2 are from *Results of assessments in reading, writing, and mathematics—School year 1990-91*. Pittsburgh: Pittsburgh Board of Education, Division of Research, Evaluation, and Test Development. We assume that small differences in data file composition or computational methods acocunt for the slight differences in Division of Research, Evaluation, and Testing Development results and ours.

Table 8.1. California Achievement Test results--1988 base, 1991 targets, and 1991 actual.

	1988 Base	1991 Target	1991 Actual
Reading			
% at or above national median	37	54	40
% in bottom quarter	28	19	28
% in top quarter	11	20	11
Achievement gap between black and white students			
a. Difference in % above national median	30	17	31
b. Difference in % in national top quarter	12	8	13
Language			
% at or above national median	50	62	54
% in bottom quarter	16	10	19
% in top quarter	25	33	32
Achievement gap between black and white students			
a. Difference in % above national median	24	12	28
b. Difference in % in national top quarter	22	10	21
Mathematics			
% at or above national median	44	59	40
% in bottom quarter	19	11	31
% in top quarter	15	25	17
Achievement gap between black and white students			
a. Difference in % above national median	35	20	25
b. Difference in % in national top quarter	18	10	19

Table 8.2. California Achievement Test results--for the years 1988 through 1991.

% At or Above National Median	1988	1989	1990	1991
Reading	37	40	33	39
Language	50	48	45	53
Math	44	39	39	39

Figure 8.1. Percentile ranks for average California Achievement Test scores by race, 1991.

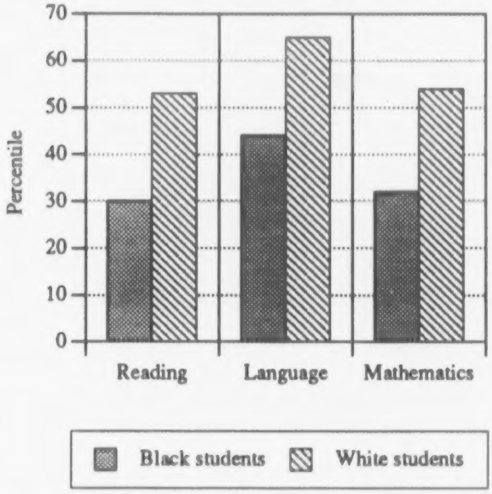
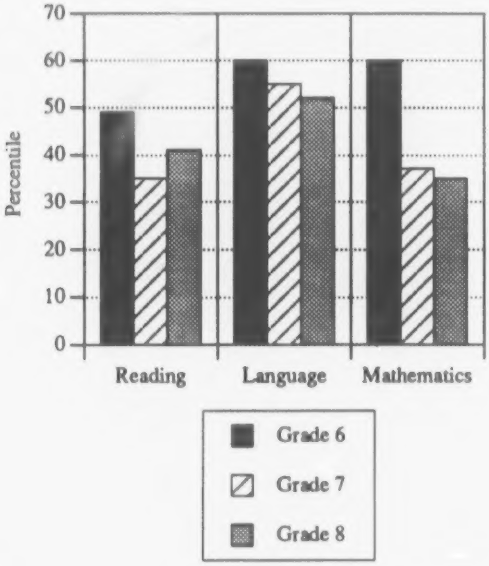


Figure 8.2. Percentile ranks for average California Achievement Test scores by race and sex, 1991.



Average CAT Percentile Scores

Charting the percentage of students who score above or below a specified percentile is just one way to look at achievement levels on the California Achievement Tests. It is also instructive to examine the percentile at which the average student scores. Figure 8.1 illustrates the persistent gap between the average percentile rankings of African-American students and European-American students in all three tests.[2]

Organizing the achievement test results by race and sex reveals a consistent pattern of differential achievement. As is evident from Figure 8.2, for all tests mean scores are ordered from lowest to highest as follows: black males, black females, white males, and white females.

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[2] Technical note: These means are approximated by translating individual student percentile rankings to deviation scores in an assumed normal distribution, averaging, and transforming the mean normal deviate back to a percentile rank.

Figures 8.3 to 8.5 show percentiles for average scores by race, sex, and grade. The average performance of 8th grade African-American males is remarkably low on all three tests.

Prospect's eighth graders often compare less favorably to the national grade medians than do the school's seventh and sixth graders.

Figure 8.3. Percentile ranks for average California Achievement Test scores in reading, by race and sex, 1991.

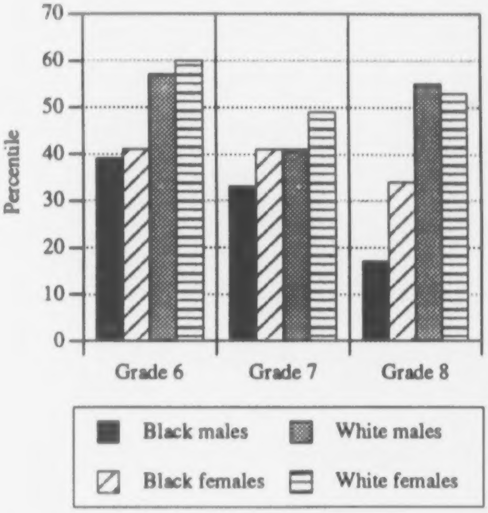


Figure 8.4. Percentile ranks for average California Achievement Test scores in language, by race and sex, 1991.

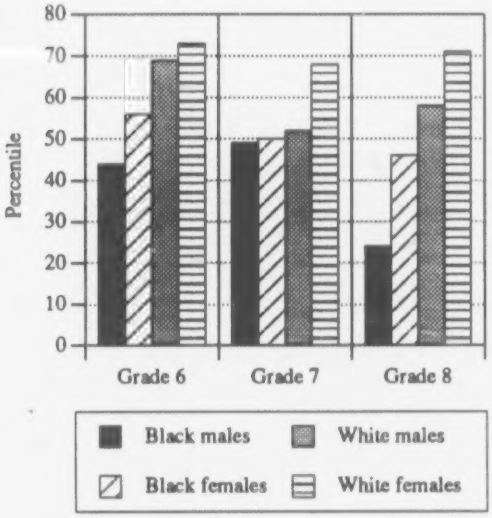
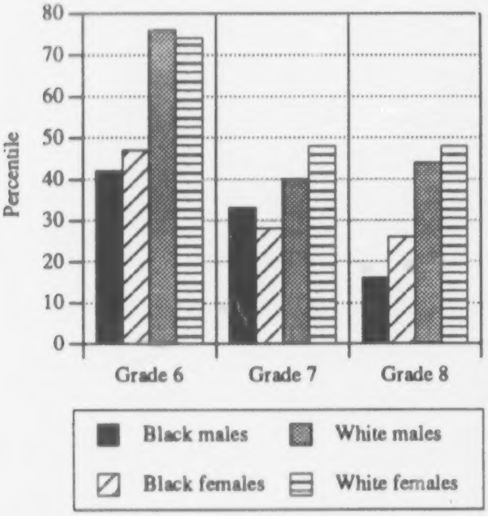


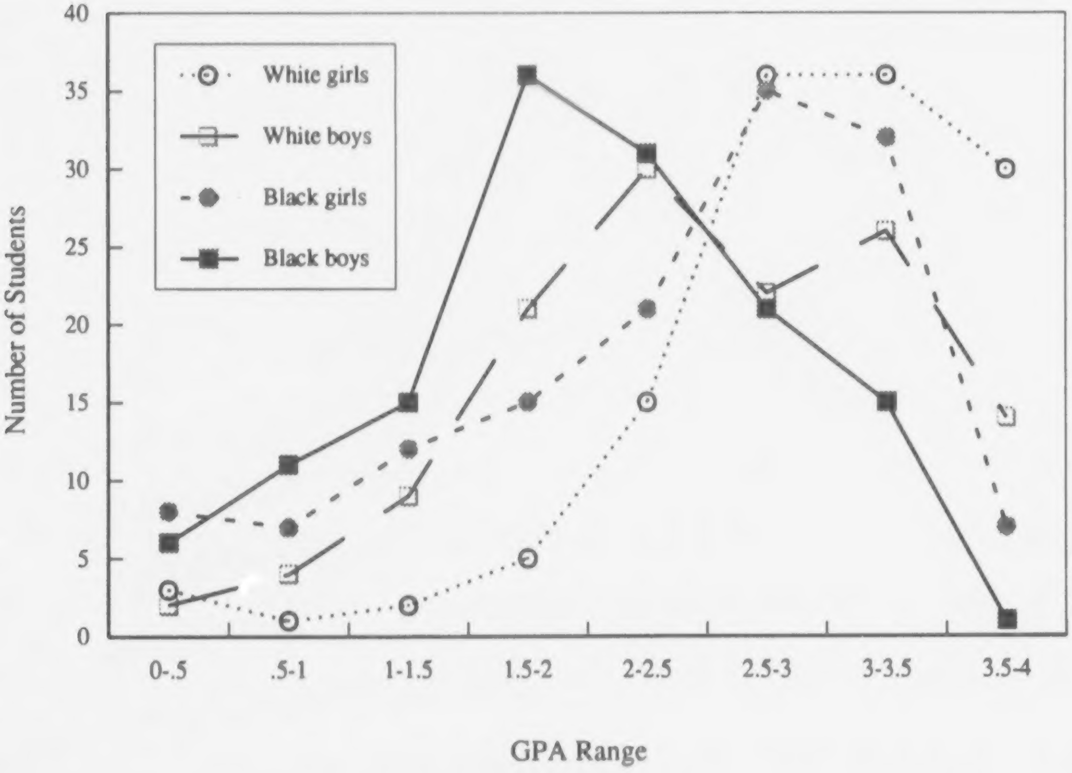
Figure 8.5. Percentile ranks for average California Achievement Test scores in mathematics, by race and sex, 1991.



Final Grades

California Achievement Test results are but one measure of student achievement. Final grades are an alternative measure of performance. The average final grade point average (based on a scale of A=4.0, B=3.0, C=2.0, D=1.0, and E=0.0) shows the same pattern of achievement as was seen in the CAT results, with African-American males ranking lowest and European-American females ranking highest. The average African-American male earned on average one grade point below the average European-American female.

Figure 8.6. Grade point average by sex and race, 1991.



What is to be Achieved

The evidence implies that a large achievement gap between black and white students persists. The scores of African-American boys are low, especially in grade 8.

- For grade 8 the national percentile rank for the average black male student's scores was 17 for Reading, 24 for Language, and 16 for Mathematics.
- A compelling pattern of improved achievement overall is not yet demonstrated in the testing program data.
- Patterns seen in the formal testing program data are paralleled in the data on grades earned.

Perceptions of the school and acceptance of the multicultural ideal may hinge on concrete evidence of gains in the academic performance of all groups of students.

SECTION III. IMPLEMENTATION AND PROSPECTS FOR DISSSEMINATION

In this section we provide information on program implementation and discuss some considerations for further development and dissemination.

Chapter 9. Where Does the Program Now Stand in Putting its Intentions in Place?

The description of program implementation is usually problematical and often contentious. This is partly so because the assessment of program implementation depends to some degree on the eye of the beholder. This is more so when implementers lack concrete quantitative indicators of the strength and fidelity of intended program implementation. In the absence of such agreed-upon indicators, the assessment of implementation may depend largely on the perspective or predispositions of the individual observer.

For this reason, we have urged the Multicultural Program to specify concrete implementation standards by which to judge its own success in implementing each aspect of the program.

Ideally, program developers would declare the standards by which the successful implementation of their program can be gauged. These standards provide clear guidance to those who implement the program — they specify what these individuals are to do. These standards also enable the assessment of program implementation in terms of what program developers themselves intend.

Unfortunately, standards have been developed in reasonably complete form for only one program component — elimination of tracking. The standard for this component is clear: the complete absence of grouping by race/ethnicity or ability.

Accordingly, to provide a uniform and "objective" method of describing level of implementation, we have adapted a stopgap procedure for describing "level of use" that assumes a developmental process in organizations in which practitioners go from a lack of awareness, to awareness and taking limited steps to gain information, to trial, and to regular use.[1]

Overview of Program Components

A snapshot of level of implementation for 16 distinct program components is presented in Table 9.1. This table shows the percentage of teachers who have at least "tried" each of these innovations in their work (including irregular use and regular use of the program element). The list is headed by a common educational practice which is not one of those specifically encouraged by the program — within-class ability grouping. In all, 61% of teachers report having tried such grouping. More specifically, 71% of continuing teachers (those who have taught in the school previously) report having used this technique, but only 25% of teachers new to the school report using it.

For the remaining program elements — all suggested as innovations by the program — the percentage of teachers who have at least tried the innovation ranges from 55% for peer tutors to 16% for the use of parent or community volunteers in the classroom.

Table 9.1 shows that implementation of the program's innovations is more common among continuing teachers than among new teachers. This is hardly a surprising finding: New teachers cannot be expected to have been exposed to these program elements. But the information is important because it shows how turnover among faculty will erode the school's capacity to implement the program even if continuing staff development is used to foster awareness and adoption of program components. These data were collected early in the fall of 1991, shortly after new and continuing faculty were exposed to five days of in-service training about the program.

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[1] G. E. Hall & S. F. Loucks (1979). A development model for determining whether the treatment is actually implemented. *American Educational Research Journal, 14*, 263-276.

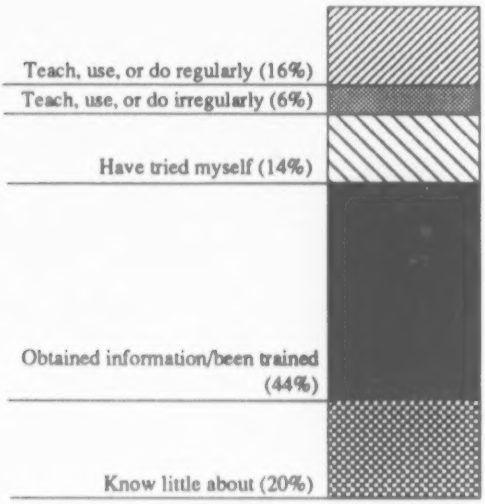
In the remainder of this chapter, we summarize information about level of use, first for each of the eight major components of the multicultural program and then for ancillary or satellite program elements.

Table 9.1. Percentage of teachers who have tried various program elements, use them irregularly, or use them regularly.

New teachers	Continuing teachers	All teachers	Multicultural program element
25	71	61	Within-class ability grouping
50	56	55	Peer tutors
39	43	42	Working with social services in the school
25	45	41	Methods for instruction in heterogeneous groups of students
8	44	36	Multicultural curriculum
25	40	36	Learning and teaching styles (Dunn)
0	46	36	Instructional action plan, student achievement profiles, focused lists
0	45	35	Speakers or volunteers representing different racial/ethnic groups
9	30	26	Flexible scheduling within team
0	33	25	Visits to students' homes
17	27	25	CIRC, Jigsaw, STAD, TAI, or TGT
8	28	23	Special programs for involving parents
8	27	23	Conflict management (including mediation, negotiation)
8	24	21	Time-out room
8	23	20	Adult mentors for students
0	21	16	Parent or community volunteers in the classroom

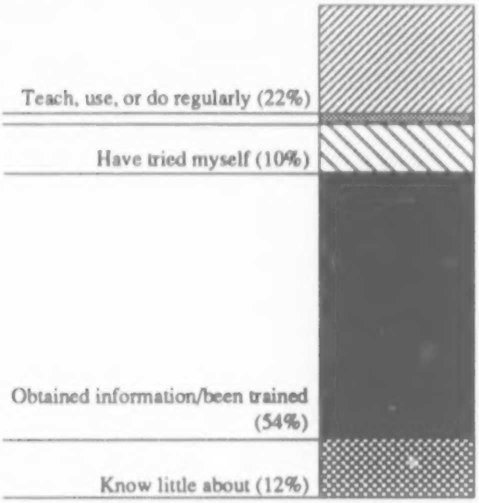
Note. Teachers indicated their level of use on a scale ranging from "have not heard about" to "teach, use, or do regularly." Tabled values are percentages reporting "have tried myself," "teach, use, or do irregularly," or "teach, use, or do regularly."

Figure 9.1. Level of use of multicultural curriculum.



N=50

Figure 9.2. Level of use of learning and teaching styles.



N=50

Multicultural Curriculum

A cadre of HRTs has worked to develop materials and recommendations to infuse multicultural content into the regular school curriculum and to devise a special multicultural course. In addition, the Office of Multicultural Education contracted with others to write curriculum materials. Figure 9.1 shows the extent to which multicultural curriculum has found its way into use by practicing teachers in Prospect. Sixteen percent of teachers report regular use and an additional 6% occasional application of multicultural curriculum (for a total of 22% reporting regular or occasional use). An additional 14% report having tried to use multicultural curriculum. But 64% of teachers have not progressed to the trial stage of use, although most nonusers have received information or training.

Learning and Teaching Styles

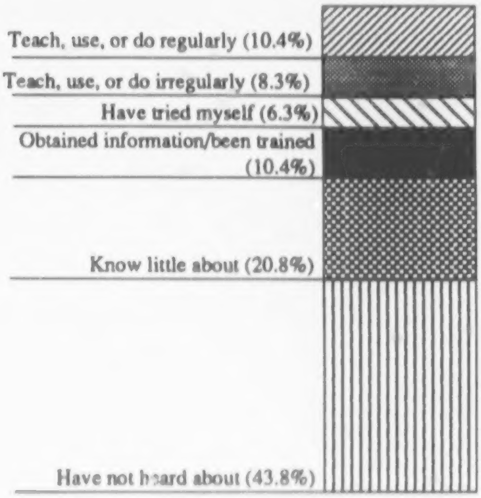
A number of teachers were trained in the assessment of learning styles and in the use of a range of teaching styles according to the methods encouraged by Rita Dunn. Figure 9.2 shows that 22% of teachers report the application of these instructional methods regularly. Again, most nonusers of teaching and learning styles have been trained or obtained information, and 10% of teachers have at least tried the methods even if they are not regular or occasional users.

Cooperative Learning

The multicultural education program anticipates that cooperative learning strategies will become more widely applied as the program develops, with subject-matter specialists in the district bearing the responsibility for training and technical assistance. A total of 19% of teachers report regular or occasional use of cooperative learning methods. In contrast to the program elements discussed earlier, most nonusers know little about these instructional methods (Figure 9.3). It is possible that most current users of cooperative learning methods acquired their knowledge of these techniques outside the purview of the multicultural program.

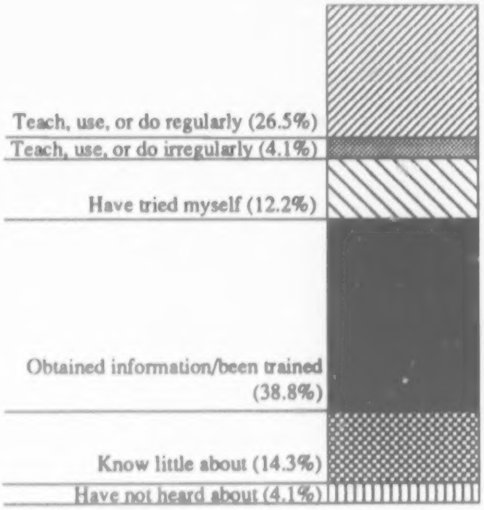
Cooperative learning strategies are intended to provide a vehicle for the delivery of instruction in classes of heterogeneously grouped students. (Heterogeneous grouping will result from the elimination of tracking.) Accordingly, teachers were asked not just about the use of cooperative learning techniques but also about the use of any methods for instruction with heterogeneously grouped students. As Figure 9.4 shows, teachers as a group are farther along the continuum of implementation for this more generally described category of instructional practices than for cooperative learning per se, with 26% reporting the regular use of some method for instruction in heterogeneous groups. Only 18% of teachers are essentially unaware of some such method.

Figure 9.3. Level of use of cooperative learning techniques.



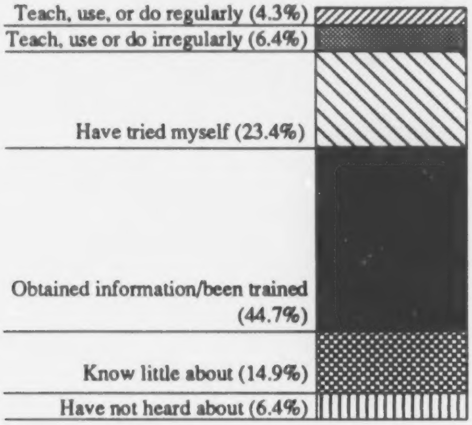
N=48

Figure 9.4. Level of use of methods for instruction with heterogeneously grouped students.



N=49

Figure 9.5. Level of use of speakers or volunteers representing racial/cultural groups.



N=47

Cultural Awareness

The school undertook a number of activities intended to broaden exposure to diverse cultural traditions, including special events (a Kwanzaa celebration) and the display of artwork throughout the school.

The principal program component related to cultural awareness was the creation of a Culture Club. Among the things this club for African-American boys is intended to foster is the development of a capacity to perform the roles expected in multiple cultures. Three members of the staff had responsibility for implementation of the club.

Use of speakers or volunteers representing various racial/cultural groups can be regarded as a further method of promoting cultural awareness. Figure 9.5 shows that 11% of teachers report regular or irregular use of such speakers, that an additional 23% have experimented with this practice, and that an additional 45% have obtained information about or been trained to use such volunteers.

Elimination of Tracking

The assessment of the degree to which there exists ability grouping or grouping by race/ethnicity is a straightforward matter. Either there is grouping by race/ethnicity or prior achievement, or there is not.

The data can be easily summarized. First, the school has essentially eliminated classes representing only one racial group. An examination of all classes (including all sections of each subject-matter class) turned up only a single instance of a section composed solely of African-American students (one of three sections of Spanish 1).

Second, the school has essentially eliminated between-class grouping by ability and by race in the sixth grade. Even by a liberal statistical criterion, there is no evidence of systematic grouping by prior achievement among sections for any subject in grade six.

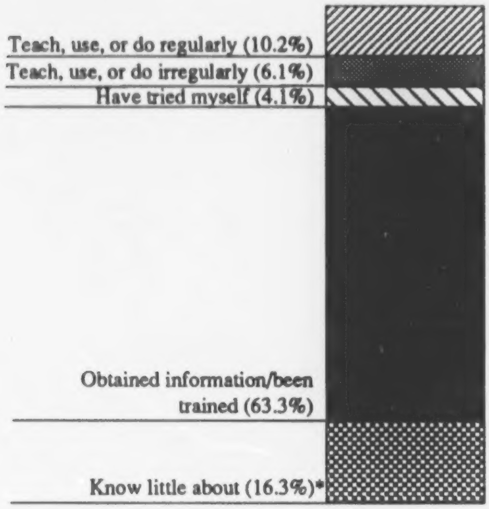
Third, however, sections of classes in grades seven and eight generally are grouped by prior achievement. For example, there were eight sections of eighth-grade reading. Average student percentile scores on the CAT language test for the students in these sections the previous year range from 33 to 80. This degree of grouping is extremely unlikely to have arisen by chance. Furthermore, there is a moderate tendency for higher-ability sections to have a smaller proportion of African-American students. For example, the lowest average-ability eighth-grade English section had 50% African-American students and the highest-average ability section had 39% African-American students.

Table 9.2 illustrates grouping according to test scores for eighth-grade math sections. Other subjects show patterns that resemble this pattern to varying degrees.

Table 9.2. Average CAT math scores and percent African-American for 8th-grade math sections.

Section	%ile	% Black
Pre-Algebra	30	50
Pre-Algebra	37	55
Pre-Algebra	38	47
Pre-Algebra	40	53
Pre-Algebra	40	57
Pre-Algebra	48	42
Algebra 1	67	32
Algebra 1	72	26

Figure 9.6. Level of use of conflict management techniques.



N=49

* Includes one person who has not heard about

Conflict Resolution

Some members of the school staff received intensive training in a range of methods for managing conflict, and one implemented a demonstration classroom during the 1990-91 school year. The program's intention is to apply a training-of-trainers model to further disseminate the conflict resolution methods throughout the school, as well as to establish a conflict resolution center or mediation center. Such a center has now been established.

The extent of exposure to and use of conflict resolution methods among teachers is depicted in Figure 9.6. A fifth of teachers report involvement with conflict management techniques at the level of trial, irregular use, or regular use. An additional 63% have been trained or obtained information.

Advisory Homeroom

Advisory home room periods were instituted during the 1990-91 school year, with all students scheduled into these relatively brief periods early in the school day. A manual suggesting activities to be conducted during these advisory periods has now been produced.

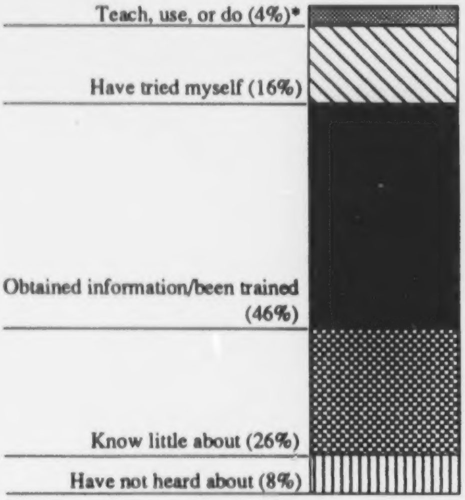
Community/Parent Involvement

Parents and community members were involved in the development of the program or have been touched by it in a number of ways: Some assisted in the selection of special program personnel, the school went to the community to distribute report cards at community centers, parents were involved in reviewing books, the school experimented with a mock bank in cooperation with a local financial institution, parents have been contacted at home by phone and through written materials, open-house was held to welcome parents, the principal adopted the practice of sending misbehaving students home to return the following day with a parent, a family night was arranged, and a community development agency has assisted in the development and evaluation of the multicultural program.

Earlier sections have shown that a number of these approaches to reaching or involving the community really did reach it. Substantial fractions of parents report having contact with the school or visiting it, for example.

At the same time, the full potential of the community and parent resources to promote the image of the multicultural education program and assist in achieving its aims has not yet been tapped. Adult mentors from the community are seldom used (Figure 9.7), few parent or community member volunteers assist teachers in the classroom (Figure 9.8), about 15% of teachers make visits to students homes either regularly or

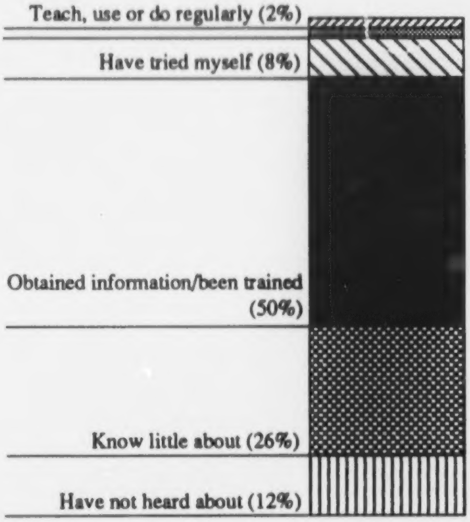
Figure 9.7. Level of use of adult mentors for students.



N=50

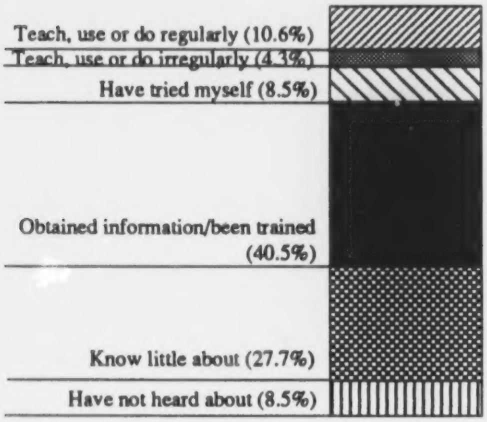
* Regularly, 2%

Figure 9.8. Level of use of parent or community member volunteers in the classroom.



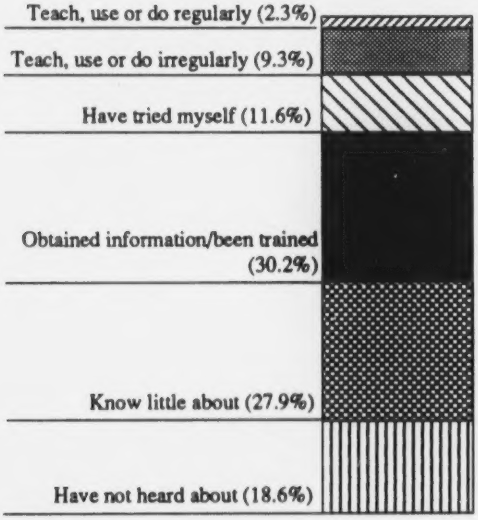
N=50

Figure 9.9. Level of use of visits to students' homes.



N=47

Figure 9.10. Level of use of special programs for involving parents.



N=43

irregularly (Figure 9.9), and there is little teacher utilization of other specific methods for involving parents (Figure 9.10).

A range of other possibilities for mobilizing parent and community assistance has not, so far as we are aware, been deliberately pursued. Among such activities would be the establishment of community action committees, use of focus groups to learn about and address community concerns, or the mobilization of community educational self-help groups.

Other Activities

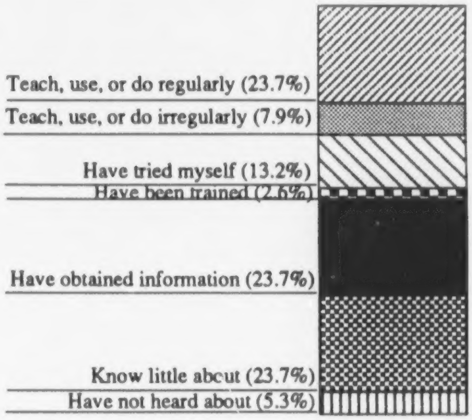
Although not usually identified as core features of the multicultural education program, several other aspects of Prospect's instructional program merit description: the use of instructional action plans instituted by the principal, peer tutoring, and flexible scheduling within grade-level teams.

The principal established a system of regular monitoring of student achievement as a method of promoting the achievement of all groups of students. Specifically, testing program results for individual students were scrutinized to identify those at or below the national median, and lists of students targeted for individual action plans were to be developed by teachers. Level-of-use information shows that 31% of continuing teachers make use of this system of monitoring student progress regularly or irregularly and that most of the other continuing teachers have information about or have tried using these instructional action plans (Figure 9.11). In contrast, none of the teachers new to the school have yet progressed beyond obtaining some information about instructional action plans (Figure 9.12). These data about level of use for continuing and new teachers provide an especially clear illustration of the effect that turnover has on the school's program.

The regular or irregular use of peer tutors is reported by 36% of teachers. This extensive use of a presumably effective instructional adjunct is usually not mentioned as a key feature of the program.

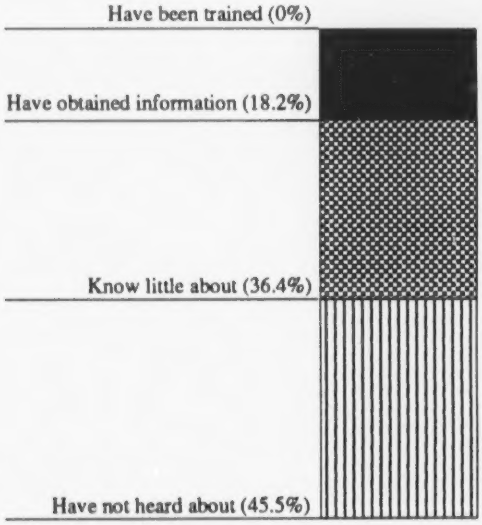
One purpose of establishing instructional teams and making use of Instructional Team Leaders in middle schools is to make possible flexible scheduling within these teams to diversify the instructional experiences that the school can make available. Prospect's teachers report making very little use of flexible scheduling — only 4% report regular or irregular use.

Figure 9.11. Level of use of instructional action plans by continuing teachers.



N=38

Figure 9.12. Level of use of instructional action plans by teachers new to the school.



N=11

Readiness for Replication or Dissemination

The Office of Multicultural Education is in the first year of a five-year effort to disseminate three program components: conflict resolution, learning styles, and cultural awareness. In this final section, we comment on the programmatic requirements of dissemination and the adequacy of existing resources for this task.

Successfully bringing about planned change in schools usually requires several elements:

- a set of clear goals that address real problems perceived by those in the school
- correct understandings of why the problems occur and therefore what causes of these problems must be addressed
- availability of interventions that will address these causes
- specifications of the content of these interventions (what is to be done, with or to whom, to what extent, with what quality)
- credible plans to put these interventions in place
- mechanisms to observe application of interventions and to take correcive action in a timely fashion.

When any of these elements is missing, the outcome of the change effort is at risk of becoming what Seymore Sarason has called "a non-event".[2]

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[2] S. B. Sarason (1971). *The culture of the school and the problem of change*. Boston: Allyn & Bacon.

Current plans provide a time table for the training that staff in each of the expansion schools will receive. The content of training and standards for acceptable levels of training have been established, district-level staff have completed the requisite sequences, and they are now being trained according to schedule.

The experience thus far in the demonstration program at Prospect implies that training alone will not accomplish widespread application of new procedures or necessarily achieve program goals. The current plan for district dissemination calls for an ambitious array of changes in schools, but it does not yet detail plans for meeting all the requirements for achieving change listed above.

The program's development until now suggests at least two routes to implementation in dissemination schools. In one scenario, the schools would form planning groups similar to those created at Prospect. The work of these groups would eventually result in plans for interventions tailored to meet school objectives. Interventions could include components developed at Prospect, ones selected from other sources, or interventions designed at the school.

In a second scenario, dissemination would follow the route already established for the district-wide training plan. Interventions tested at Prospect would be disseminated with manuals detailing implementation standards and procedures (such as the use of benchmarks to specify changes or actions needed to move the intervention forward).

Both scenarios call for the development of quality control tools (e.g., implementation standards and manuals). Table 9.3 shows the current availability of training and quality-control tools for each part of the Prospect demonstration model. Prospect has made substantial progress in identifying and adapting training materials and procedures. One set of interventions (the student mediation center, advisory homeroom, Culture Club, and sixth-grade multicultural course) was the subject of extensive planning or trial implementation during the 1990-91 school year and summer of 1991, and progress in the development of quality-control tools is evident.

Other interventions are either being tried on a limited basis or are planned for future development. Standards for implementing these interventions (such as those associated with learning and teaching styles) have not been prepared.

Development of the parent and community involvement strand has been limited to special events rather than routine activities. Concrete descriptions of what is intended have yet to be developed.

The demonstration program at Prospect is still developing the requisites of successful planned change. At the district level, the process of developing these requisites is now in its early stages.

Table 9.3. Status of training and quality control tools for multicultural education interventions.

Intervention	Training	Implementation Standards	Manual
Conflict resolution			
Student mediation center	✓	In progress	In progress
Conflict management curriculum for middle school students	✓	No	No
Community mediation center	✓	No	No
Cultural awareness			
Advisory homeroom	✓	✓	In progress
Culture Club	✓	In progress	In progress
Learning and teaching styles			
Classroom redesign	✓	No	No
Use of multisensory instructional packages	✓	No	No
Cooperative learning[a]	No	No	No
Multicultural curriculum			
Adoption of basal series with multicultural content	No	No	No
Sixth-grade multicultural course	No	✓	In progress
Community-parent involvement			
Special events (family fun night, orientation days, report card distributions)	No	✓	No
Other programmatic activities	No	No	No
Elimination of tracking	No	✓	No

[a] Training of resources and manuals are available from developers and trainers for various versions of cooperative learning, but no specific procedures have been adopted or standards for those procedures specified by the project.

SECTION IV. APPENDIX

This Appendix contains the questionnaires which were used in surveys of the teachers, staff, students, and parents of students of the Prospect Multicultural Education Center.

Questionnaires

This appendix describes the questionnaires used in surveys on which some of the material in this report is based.

Your *Attitudes and Opinions* is a student questionnaire specially devised for this evaluation. This questionnaire is the source of much of the information we report on student attitudes about different groups in the school. It is reproduced in this appendix.

Staff Attitudes and Opinions is a school staff questionnaire specially devised for this evaluation. Completed by teachers, administrators, and other school personnel, this questionnaire is the source of some of the information on program implementation, intergroup relations, and attitudes towards the program we summarize in this report. It is reproduced in this appendix.

A *Parent Questionnaire* was also specially devised for this evaluation. Administered to parents by mail, this questionnaire is the source of the information we report about parental perceptions of the school and its programs. It is reproduced in this appendix.

The *Effective School Battery* teacher and student questionnaires are published by Psychological Assessment Resources, P.O. Box 998, Odessa, Florida 33556. These instruments assess school climate and a range of student and teacher attitudes.

YOUR ATTITUDES AND OPINIONS

This booklet asks how you think and feel about yourself, other people, and your school. It also asks about you and other students.

Your answers to these questions will help us learn what students think and do. The answers for many students in your school will be averaged. Teachers, school leaders, and scientists will use these averages to try to find ways to make your school a better place. Only the averages, not your own answers, will be given to people in your school district.

Your help with this survey is up to you. You have the right not to answer any or all the questions. But we want you to know that your answers are important. The number on your booklet may be used to compare your answers to answers to other questions you may be asked later. This matching will be for research purposes only. WE DO NOT WANT YOUR NAME ON YOUR BOOKLET. Please carefully peel the label with your name off the booklet before you begin.

Please read each question carefully. Then mark the answer that is closest to what you think. This is not a test. There are no right or wrong answers.

Please raise your hand now if you have any questions.

If you want to talk to anybody about your participation in this project, you should feel free to ask your principal or to call Gary Gottfredson at 301-338-8466 or the board at Johns Hopkins University (301-338-6360) that reviews how research is carried out.

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Some Questions About You

Please answer the following questions so we can learn how different groups of students feel about things.

1. Are you: ***(Mark one.)***

○ Female
○ Male

2. How old were you on your last birthday? ***(Mark one.)***

○ 10 years or younger
○ 11 years
○ 12 years
○ 13 years
○ 14 years
○ 15 years
○ 16 years or older

3. What grade are you in? ***(Mark one.)***

○ 6th
○ 7th
○ 8th

4. How do you rate yourself in school ability compared with those in your class at school?

○ I am among the best
○ I am above average
○ I am average
○ I am below average
○ I am among the poorest

5. What is your ancestry? ***(Print the ancestry group with which you identify--a nationality or country in which your parents or ancestors were born. If you do not identify with just one group, print more than one. For example: African, Cherokee, English, Honduran, Italian, Jamaican, Korean, Lithuanian, Mexican, Nigerian, Polish, etc.)***

____

6. How do you describe yourself? ***(Mark one.)***

○ Black or African American
○ White or European American
○ Native American or Alaskan Native
○ Asian American or Pacific Islander (Chinese, Japanese, Hawaiian, Laotian, etc.)
○ Spanish American (Mexican, Puerto Rican, Cuban, or other Latin American)
○ Other: ____________________

Your Educational and Career Plans and Effort

The next questions ask about your plans for education and about your school work. Please mark one answer for each question.

7. Do you think you will get a college degree?

○ Yes
○ Not sure
○ No

8. Do you expect to complete high school?

○ I am certain to finish high school.
○ I probably will finish high school.
○ I probably will not finish high school.

9. What occupation do you expect to be working in by the time you are 35 years old? ***(Print the name of the occupation in the space below.)***

____

10. If you were not working in the occupation you just named, what would be your next choice of occupation? ***(Print the name of the occupation in the space below.)***

Your Opinions

Here are some things people can feel proud of or ashamed of when they think about their ethnic, racial, or cultural group. Please read each of these descriptions and check the answer that tells how you feel when you think about your own racial or ethnic group compared to others.

	Proud	Pleased	No feeling	Embarrassed	Ashamed	
11.	○	○	○	○	○	The kind of food eaten
12.	○	○	○	○	○	People in history
13.	○	○	○	○	○	Amount of money made
14.	○	○	○	○	○	Clothes some people wear
15.	○	○	○	○	○	Businesses some are in
16.	○	○	○	○	○	Neighborhoods
17.	○	○	○	○	○	Intelligence
18.	○	○	○	○	○	Families
19.	○	○	○	○	○	Leaders
20.	○	○	○	○	○	Clubs or social groups
21.	○	○	○	○	○	Religion or spirituality
22.	○	○	○	○	○	Homes
23.	○	○	○	○	○	Possessions
24.	○	○	○	○	○	Educational achievement
25.	○	○	○	○	○	Superstitions

Here are some more things people can feel proud of or ashamed of when they think about their ethnic or racial group. Please check the answer that tells how you feel when you think about **your** cultural or racial group.

	Proud	Pleased	No feeling	Embarrassed	Ashamed	
26.	○	○	○	○	○	Taking advantage of others
27.	○	○	○	○	○	Respect for others like themselves
28.	○	○	○	○	○	Having fun
29.	○	○	○	○	○	Speech and language
30.	○	○	○	○	○	Humor
31.	○	○	○	○	○	Ancestors
32.	○	○	○	○	○	Traditions
33.	○	○	○	○	○	Kinds of work people do

Here are some things people may feel ashamed of when they think about their ethnic or racial group. Please check the answer that tells how you feel when you think about **your** racial or cultural group.

	No feeling	Embarrassed	Ashamed	
34.	○	○	○	Working too hard
35.	○	○	○	Crime
36.	○	○	○	Immoral behavior
37.	○	○	○	Superstitions
38.	○	○	○	Taking advantage of others
39.	○	○	○	Drug use
40.	○	○	○	Drunkenness
41.	○	○	○	Laziness
42.	○	○	○	Unemployment
43.	○	○	○	Disgracing family honor

Here are some things people may feel proud of when they think about their ethnic or racial group. Please check the answer that tells how you feel when you think about **your** racial or cultural group.

	No feeling	Proud	Very Proud	
44.	○	○	○	The way people stick together
45.	○	○	○	Helping others
46.	○	○	○	Working hard
47.	○	○	○	Courage
48.	○	○	○	Musical ability
49.	○	○	○	Getting ahead economically
50.	○	○	○	Overcoming the odds

What People Think

Please answer the following questions to tell whether you agree or disagree with the following statements are mostly true or mostly false about people in your school. ***(Circle A or D for each statement.)***

Agree Disagree

51. A D Black and white students want to work together in this school.

52. A D I have a great deal of respect for other students of my own ethnic/racial group.

53. A D White and black students help each other at school.

54. A D Members of my racial or ethnic group in this school treat each other with respect.

55. A D Many sixth-grade students in my ethnic/racial group are afraid of being hassled by older students.

Agree Disagree

56. A D Most white teachers favor white students.

57. A D Students of my own ethnic/racial group often hassle each other.

58. A D Most black teachers favor black students.

59. A D Students of my own ethnic/racial group usually do whatever they can to help each other get along.

60. A D Most white people in this school want to see African Americans get a better break.

61. A D Students of my ethnic/racial group are often worried that they will be hurt or bothered by other members of my group.

62. A D Some white people in this school don't care whether African American students get ahead.

63. A D Most students of my ethnic/racial group can be counted on to do the right thing.

64. A D Students would rather be in a school without kids from some other race.

65. A D Many students of my ethnic/racial group can be expected to embarrass others.

Stereotypes of Different Groups

Please answer the following questions to tell how you think the average student in your school thinks about students in each of these cultural or racial groups. ***(Circle T for true or F for false for each line.)***

How students see the average white-American student:

	True	False	
66.	T	F	Hypocritical
67.	T	F	Loud
68.	T	F	Ambitious
69.	T	F	Moral
70.	T	F	Neat
71.	T	F	Lazy
72.	T	F	Intelligent
73.	T	F	Stuck-up
74.	T	F	Cares about family
75.	T	F	Attractive
76.	T	F	Boring
77.	T	F	Wastes money

How students see the average African-American student:

	True	False	
78.	T	F	Hypocritical
79.	T	F	Loud
80.	T	F	Ambitious
81.	T	F	Moral
82.	T	F	Neat
83.	T	F	Lazy
84.	T	F	Intelligent
85.	T	F	Stuck-up
86.	T	F	Cares about family
87.	T	F	Attractive
88.	T	F	Boring
89.	T	F	Wastes money

How Do You Feel?

How close do you feel in your ideas and your feelings to the following groups? ***(Mark one answer for each line.)***

	Very close	Close	Not Close	Not close at all	
90.	○	○	○	○	White students
91.	○	○	○	○	Black students
92.	○	○	○	○	White teachers
93.	○	○	○	○	Black teachers
94.	○	○	○	○	White people in general
95.	○	○	○	○	Black people in general

Some Questions About You

Are the following questions mostly true or mostly false? ***(Circle T for true or F for false for each statement.)***

	True	False	
96.	T	F	If I get the right help with a problem with school work, I can learn the material.
97.	T	F	When I practice at math problems, I do well on the tests.
98.	T	F	When I read up on a topic, I can write a good report about it.
99.	T	F	I expect to get good grades when I study hard.

True False

100. T F If I study hard enough, I can do well in my classes.

101. T F I can get good grades when I figure out what the teacher wants.

102. T F Most of the time, I can get a better score on a test by studying.

103. T F I can read very difficult books if I spend enough time and effort.

104. T F If I go over my notes from class before a test, I usually get a good grade on the test.

105. T F How much effort I spend on homework has a lot to do with the grades I get.

106. T F Most of the time it doesn't pay to prepare for exams.

107. T F I usually do well in school when I work at it.

108. T F Students of my ethnic group would make fun of me if I did too well at school work.

109. T F Sometimes I don't do as well at school as I could so that I will fit in better with my friends.

110. T F I enjoy studying about the accomplishments of persons of different ethnic groups.

111. T F I am proud of what my school is doing to help people of different ethnic groups understand each other.

Some Questions About Your School

112. How would you rate the value of the time spent in the advisory home room periods in your school?

○ The best part of the school day
○ Interesting and valuable
○ Just like any other part of the day
○ Boring and not useful
○ A nearly total waste of time

113. Are special steps being taken in this school to increase students' knowledge of and awareness about all the cultures that make up America?

○ Yes
○ No
○ Don't know

Your Activities

Which of the following activities have you spent time in this school year?

	Did not want to do	Would have liked to do	Spent time doing	
114.	○	○	○	In-school or after-school club -- Which clubs?
				________________________________
				________________________________
115.	○	○	○	School band
116.	○	○	○	Chorus
117.	○	○	○	School dances
118.	○	○	○	Faculty versus student games
119.	○	○	○	Family fun night
120.	○	○	○	IBM student pennant race
121.	○	○	○	Science fair
122.	○	○	○	School soccer game
123.	○	○	○	School softball game
124.	○	○	○	School swimming meet
125.	○	○	○	School volleyball game
126.	○	○	○	School wrestling match
127.	○	○	○	School basketball games
128.	○	○	○	Other school athletic events
129.	○	○	○	School newspaper, magazine, yearbook, annual
130.	○	○	○	Student council, student government, political club
131.	○	○	○	Helping out at school as a library assistant, office helper, etc.
132.	○	○	○	Youth organizations in the community such as scouts, Y, church group, etc.
133.	○	○	○	Debating or drama
134.	○	○	○	Working at neighborhood recreation centers
135.	○	○	○	Volunteer work in the community
136.	○	○	○	Cheer leaders, pep clubs, majorettes
137.	○	○	○	School field trips (visits, conferences, or trips sponsored by your school)
138.	○	○	○	Other school activities -- Which activities?
				________________________________
				________________________________

STAFF ATTITUDES AND OPINIONS

This booklet asks questions we will use in the evaluation of the Triple-M Program at Prospect Middle School. It asks for your views about the program and your school, relations among people in the school, and practices you may use. It also asks for your views about roles within the school.

Your answers will be confidential. The answers for groups from your school will be averaged. School leaders, planning teams, and scientists will use these averages to try to find ways to make your school a better place. Only the averages, not your own answers, will be given to people in your school district.

Your help with this survey is up to you. You have the right not to answer any or all the questions. But we want you to know that your answers are important. WE DO NOT WANT YOUR NAME ON YOUR BOOKLET.

If you want to talk to anybody about your participation in this project, you should feel free to ask your principal or Dr. Stanley Denton, or to call Gary Gottfredson at 301-338-8466 or the board at Johns Hopkins University (301-338-6380) that reviews how research is carried out.

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Some Questions About You

Please answer the following questions so we can learn how different groups feel about things.

Are you: ***(Please mark yes or no for each line--several may apply).***

	Yes	No	
1.	Y	N	An administrator (principal, dean, director, or other administrator)
2.	Y	N	A classroom teacher teaching at least one subject for at least one period in grades 6 through 8
3.	Y	N	A guidance counselor, librarian, social worker, family liaison worker, program coordinator, or mental health worker
4.	Y	N	A building or grounds maintenance or repair worker
5.	Y	N	A custodian or food service worker
6.	Y	N	An Instructional Team Leader (ITL)
7.	Y	N	A Human Relations Teacher (HRT)
8.	Y	N	A secretary or clerical worker
9.	Y	N	An aide or paraprofessional
10.	Y	N	Other: ____________________

11. Are you: ***(Mark one.)***

○ Female
○ Male

12. What is your ancestry? *(Print the ancestry group with which you identify--a nationality or country in which your parents or ancestors were born. If you do not identify with just one group, print more than one. For example: African, Cherokee, English, Honduran, Italian, Jamaican, Korean, Lithuanian, Mexican, Nigerian, Polish, etc.)*

____

13. How do you describe yourself? ***(Mark one.)***

○ Black or African American
○ White or European American
○ Native American or Alaskan Native
○ Asian American or Pacific Islander (Chinese, Japanese, Hawaiian, Laotian, etc.)
○ Spanish American (Mexican, Puerto Rican, Cuban, or other Latin American)
○ Other: ____________________

14. How many years have you served in this school? ***(Mark one.)***

○ I am in my first year
○ I am in my second year
○ I am in my third year
○ I have been here four years or longer

The Triple-M Program

Here are some questions about the Multicultural, Multiethnic, Multiracial (Triple-M) Program. Please answer these questions to tell your personal views about the program. Which of the following do you believe should be goals or objectives of the Triple-M program? ***(Mark one answer for each statement.)***

	Should be	**Should not be**	
15.	○	○	Reduce racial incidents among students.
16.	○	○	Reduce insensitivity and bias by staff members towards cultural differences.
17.	○	○	Equalize the academic achievement of white and black students.
18.	○	○	Reduce suspensions for black male students.
19.	○	○	Promote a climate of respect and understanding of all races and ethnic groups.
20.	○	○	Introduce multiracial, multiethnic, and multicultural curriculum content into Prospect's instructional materials.
21.	○	○	Increase student involvement in the school's activities.
22.	○	○	Increase the connectedness of all students to the school (reduce alienation among all groups).
23.	○	○	Increase the participation of parents in making decisions about the school--its policies and practices.
24.	○	○	Increase the participation of other community members in making decisions about the school--its policies and practices.
25.	○	○	Increase the percentage of all students whose CAT scores are at or above the national average.
26.	○	○	Increase the scores of students whose CAT scores are below the national average.

27. How confident are you that the Triple-M Program will be able to substantially achieve its principal goals and objectives within a 3- to 5-year period? ***(Mark one answer.)***

○ will definitely succeed in achieving all or most of its goals.
○ will probably succeed in achieving some of its goals.
○ may succeed and may fail in achieving most goals and objectives.
○ will probably fail to achieve most of its goals.
○ will definitely fail to achieve anything of importance.

28. Should the Prospect Triple-M Program be extended to other schools in the district? ***(Mark one.)***

○ Definitely yes, now.
○ Yes, as soon as more materials and experience are available.
○ Probably, but we need more materials and experience first.
○ Probably not, but we should wait to learn if benefits develop.
○ No, there is nothing beneficial to extend.
○ Definitely not.

29. Should the School Board allocate money to extend a multicultural program to all schools in Pittsburgh? ***(Mark one answer.)***

○ Yes--even if it means reducing allocations in other areas.
○ Yes--if this does not interfere with other school needs.
○ No opinion.
○ No.
○ No--not even if a foundation gave the district money exclusively for this purpose.

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30. If I could create my own multicultural education program, it would: ***(Mark one answer.)***

○ Be exactly like the Triple-M Program.
○ Be similar to the Triple-M Program with some changes.
○ Be quite different from the Triple-M Program.
○ Not resemble the Triple-M Program at all.

31. The emphasis in middle schools should be on reaching the highest levels of achievement possible rather than on multicultural education. ***(Mark one answer to show your opinion.)***

○ Strongly agree
○ Agree
○ Disagree
○ Strongly disagree

32. If we focus on getting all students to achieve at their highest potential, multicultural issues will take care of themselves.

○ Strongly agree
○ Agree
○ Disagree
○ Strongly disagree

33. When students are not learning what they need to learn, multicultural education is a frill.

○ Strongly agree
○ Agree
○ Disagree
○ Strongly disagree

34. Multicultural education should encourage teachers to consider student effort or background when grading student performance.

○ Strongly agree
○ Agree
○ Disagree
○ Strongly disagree

Program Elements

The next questions ask about your familiarity with and level of use of several elements that are or may become a part of the Triple-M Program. **If you are a classroom teacher who teaches at least one subject for at least one period in grades 6 through 8,** please mark one answer on each line to tell about your degree of awareness or involvement in each of these things. **If you are not a classroom teacher,** skip to question 52.

	Have not heard about	**Know little about**	**Have obtained information**	**Have been trained**	**Have tried myself**	**Teach, use, or do irregularly**	**Teach, use, or do regularly**	
35.	○	○	○	○	○	○	○	CIRC, Jigsaw, STAD, TAI, or TGT
36.	○	○	○	○	○	○	○	Conflict management (incl. mediation, negotiation)
37.	○	○	○	○				Culture club
38.	○	○	○	○	○	○	○	Flexible scheduling within team
39.	○	○	○	○	○	○	○	Instructional action plan, student achievement profiles, and focused lists
40.	○	○	○	○	○	○	○	Learning and teaching styles (Dunn)
41.	○	○	○	○	○	○	○	Special programs for involving parents-- **Important--please specify:** ______________ ______________________________
42.	○	○	○	○	○	○	○	Methods for instruction in heterogeneous (non-tracked) groups of students
43.	○	○	○	○				Mock Bank

	Have not heard about	**Know little about**	**Have obtained information**	**Have been trained**	**Have tried myself**	**Teach, use, or do irregularly**	**Teach, use, or do regularly**	
44.	○	○	○	○	○	○	○	Multicultural curriculum
45.	○	○	○	○	○	○	○	Parent or community member volunteers in the classroom
46.	○	○	○	○	○	○	○	Adult mentors for students
47.	○	○	○	○	○	○	○	Peer tutors
48.	○	○	○	○	○	○	○	Speakers or volunteers representing different racial/ethnic/cultural groups
49.	○	○	○	○	○	○	○	Time-out room
50.	○	○	○	○	○	○	○	Visits to students' homes
51.	○	○	○	○	○	○	○	Within-class ability grouping
52.	○	○	○	○	○	○	○	Working with social services in the school

Program Development

How much responsibility do each of the following persons or groups have for the development of the Triple-M Program? ***(Mark one answer for each line.)***

	Very much	Much	Not much	None	
53.	○	○	○	○	Allegheny Conference on Community Development
54.	○	○	○	○	Classroom teachers (other than HRTs or ITLs)
55.	○	○	○	○	Clerical or secretarial staff
56.	○	○	○	○	Custodial or food service workers
57.	○	○	○	○	Deans
58.	○	○	○	○	District Curriculum Directors/Supervisors
59.	○	○	○	○	District Office of School Management
60.	○	○	○	○	Guidance counselors, social workers, family liaison workers, librarian, or menta health workers.
61.	○	○	○	○	HRTs
62.	○	○	○	○	ITLs
63.	○	○	○	○	Maintenance or repair workers
64.	○	○	○	○	Other community members
65.	○	○	○	○	Paraprofessionals
66.	○	○	○	○	Parents
67.	○	○	○	○	Principal
68.	○	○	○	○	School board
69.	○	○	○	○	Students
70.	○	○	○	○	Superintendent
71.	○	○	○	○	Triple-M director
72.	○	○	○	○	School-based coordinator
73.	○	○	○	○	Other: ________________

How Valuable?

Now we want to ask your opinions about the usefulness of a variety of activities that are or may become a part of the Triple-M Program. Please mark one answer on each line to tell how valuable you believe each of these things may be for acheiving the Triple-M Program's goals and objectives.

	Harmful	**Useless**	**No opinion/ don't know**	**Useful**	**Very useful**	
74.	○	○	○	○	○	Advisory home room
75.	○	○	○	○	○	Regular home visits
76.	○	○	○	○	○	Board of Visitors' advice
77.	○	○	○	○	○	Conflict management (incl. mediation and negotiation techniques)
78.	○	○	○	○	○	Cooperative learning (CIRC, Jigsaw, STAD, TAI, TGT, other)
79.	○	○	○	○	○	Culture Club
80.	○	○	○	○	○	Elimination of Scholars' Program
81.	○	○	○	○	○	Elimination of Tracking
82.	○	○	○	○	○	Flexible scheduling within team
83.	○	○	○	○	○	Human Relations Teachers (HRTs)
84.	○	○	○	○	○	Instructional action plan, student achievement profile, and focused student list
85.	○	○	○	○	○	Instructional teams
86.	○	○	○	○	○	Instructional Team Leaders (ITLs)
87.	○	○	○	○	○	Learning and teaching styles (Dunn)
88.	○	○	○	○	○	School's Racial Achievement Gap Plan

	Harmful	**Useless**	**No opinion/ don't know**	**Useful**	**Very useful**	
89.	○	○	○	○	○	Methods for instruction in heterogeneous (non-tracked) groups of students
90.	○	○	○	○	○	Special programs for involving parents (Please specify: ____________________
91.	○	○	○	○	○	Mock Bank
92.	○	○	○	○	○	Multicultural co-curricular activities (e.g., Kwanzaa program)
93.	○	○	○	○	○	Multicultural course
94.	○	○	○	○	○	Multicultural curriculum infusion
95.	○	○	○	○	○	Use of neighborhood community centers
96.	○	○	○	○	○	Open-house welcome to school for students and parents
97.	○	○	○	○	○	Parent Curriculum Book Review Committee
98.	○	○	○	○	○	Parent or community member volunteers in the classroom

	Harmful	Useless	No opinion/ don't know	Useful	Very useful	
99.	○	○	○	○	○	Reading or math classes for parents
100.	○	○	○	○	○	Parent-Teacher Organization
101.	○	○	○	○	○	Parenting skills training
102.	○	○	○	○	○	Peer tutors
103.	○	○	○	○	○	Program Development Evaluation/Johns Hopkins
104.	○	○	○	○	○	Public relations and media activities (e.g., Triple-M video)
105.	○	○	○	○	○	Pittsburgh School-Based Management model
106.	○	○	○	○	○	Speakers or volunteers representing different ethnic/cultural groups in class
107.	○	○	○	○	○	Teacher progression
108.	○	○	○	○	○	Time-out room
109.	○	○	○	○	○	Use of social services in school
110.	○	○	○	○	○	Within-class ability grouping

The next questions ask you to describe the level of teamwork (common objectives and cooperation) versus the degree of conflict (divergence of aims or tension) among different persons or groups. Please rate the degree of teamwork versus tension that might go in either direction (⇔) for each pairing.

	Teamwork			Neutral			Conflict	
111.	○	○	○	○	○	○	○	Triple-M Project ⇔ the general school program
112.	○	○	○	○	○	○	○	Principal ⇔ teachers
113.	○	○	○	○	○	○	○	ITLs ⇔ other faculty
114.	○	○	○	○	○	○	○	Faculty as a whole
115.	○	○	○	○	○	○	○	Deans ⇔ teachers
116.	○	○	○	○	○	○	○	Black teachers ⇔ white teachers
117.	○	○	○	○	○	○	○	HRTs ⇔ the principal
118.	○	○	○	○	○	○	○	Union ⇔ building management
119.	○	○	○	○	○	○	○	Male staff ⇔ female staff
120.	○	○	○	○	○	○	○	White teachers ⇔ black students
121.	○	○	○	○	○	○	○	ITLs ⇔ the principal
122.	○	○	○	○	○	○	○	HRTs ⇔ ITLs
123.	○	○	○	○	○	○	○	Black teachers ⇔ white students
124.	○	○	○	○	○	○	○	Parents ⇔ teachers
125.	○	○	○	○	○	○	○	Local businesses ⇔ the school
126.	○	○	○	○	○	○	○	Teachers ⇔ students
127.	○	○	○	○	○	○	○	Principal ⇔ Triple-M Project

What People Think

Please answer the following questions to tell whether you agree or disagree with the following statements about people in your school. ***(Mark one answer for each line.)***

	Strongly Agree	Agree	Disagree	Strongly Disagree	
128.	○	○	○	○	Black and white staff want to work together in this school.
129.	○	○	○	○	White and black staff help each other at school.
130.	○	○	○	○	Members of my ethnic group in this school treat each other with respect.
131.	○	○	○	○	Staff members of my own ethnic group usually do whatever they can to help each other get along.
132.	○	○	○	○	Most white people in this school want to see African Americans get a better break.
133.	○	○	○	○	Some white people in this school don't care whether African American students get ahead.
134.	○	○	○	○	Most staff members of my ethnic group can be counted on to do the right thing.
135.	○	○	○	○	Teachers would rather be in a school without pupils from a different race.

Final Questions

Please use the space below to indicate the most valuable aspects of the Triple-M Program at Prospect Middle School.

The best thing about the Triple-M Program is ______________________________

This is so because ______________________________

The worst thing about the Triple-M Program is ______________________________

This is so because ______________________________

Please use the space below to describe the one thing that would be most helpful in creating a multicultural climate in which members of all groups of students achieve and feel connected to the school that is not now being done as well as it could.

The one most helpful change would be ______________________________

What evidence or rationale indicates that this change is needed? ______________________________

Additional comments: ______________________________

Comment Form

We want to learn of your reactions to this report. Please let us know what you found useful, what you didn't find useful, where you believe we missed the boat, or anything else you think we should be told. You need not put your name on your message unless you want a reply.

What I liked best was:

....

....

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What I disliked most was:

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You should have:

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....

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I don't see why you:

....

....

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I could not understand what you meant by:

....

....

....

Return this form to any of the authors at the following address: Johns Hopkin University, Center for Social Organization of Schools, 3505 N. Charles Street, Baltimore, MD 21218.